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ABSTRACT

This guide to becoming a teacher includes six sections: (1) "A Snapshot of the Profession" (e.g, reasons to teach, the need to improve schools, working conditions for teachers, areas of high teacher demand, and how to find out more); (2) "Preparing to be a Teacher" (e.g., a primer on teacher education programs, three pathways to the classroom, online learning, mid-career changing, and finding financial aid); (3) "Teacher Licensure and Certification Today" (assuring teacher quality, moving across state lines, and standardized licensure tests); (4) "Opportunities for Persons of Color" (the need for teachers of color); (5) "Finding a Job in Teaching" (e.g., where the jobs are, teacher salaries, finding a job online, and teaching in nonpublic schools); and (6) "Making the Most of a Career in Teaching" (e.g., teaching and professional satisfaction and strategies for success). The guide also includes five papers: "Why I Teach" (Irasema Ortega-Crawford); "From the Bar to the Blackboard" (Dean Spencer); "Why I Became a Teacher" (Otis Young); "Giving Hope" (Jackie Stanley); "What I Found" (Susan Leeds); and "One for All" (Susan Coldwater Lloyd). (SM)

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How to become a teacher

A COMPLETE GUIDE

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RECRUITING NEW TEACHERS, INC.

How to become a teacher

A COMPLETE GUIDE

Written by
David Haselkorn and
Andrew Calkins

RECRUITING NEW TEACHERS, INC.

ISBN 1-884139-13-2

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About RNT

Recruiting New Teachers, Inc. is a national nonprofit organization formed in 1986 to raise esteem for teaching, expand the pool of prospective teachers, and improve the nation's teacher recruitment, development, and diversity policies and practices.

For more information about RNT, contact us at (617) 489-6000, 385 Concord Avenue, Belmont, MA 02478; e-mail us at rnt@rnt.org; or visit our Web site at www.rnt.org.

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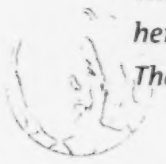
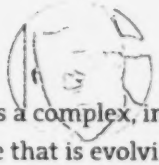
Introduction

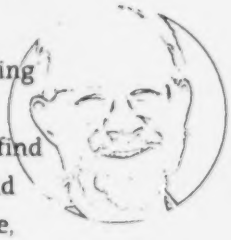
"These are teachers. But to the kids they've reached, they're heroes. They've given them hope. They've given them choices. They've changed their lives."



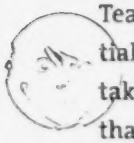


Teaching is not for everyone. It is a complex, intellectually demanding profession, and one that is evolving today in quite exciting ways. But teaching offers rewards unlike those you'd gain in any other field—and its challenges can provide you with a long-lasting and exciting career in which every day is an adventure.

Is teaching right for you? Whether you are considering teaching as a new career or a first one, trying to decide on college or post-graduate plans, working to obtain a teaching license or find a teaching job, or even if you're already a working teacher and are simply looking for ways to enrich the teaching experience, *How to Become a Teacher* offers guidance and resources that will help.



Teaching is the profession that shapes America's future, the essential profession that makes all other professions possible. You've taken an important step on a pathway into teaching—a career that has the potential to be tremendously satisfying and meaningful. We hope you will be the kind of teacher who shapes a better future for us all. Congratulations and good luck.



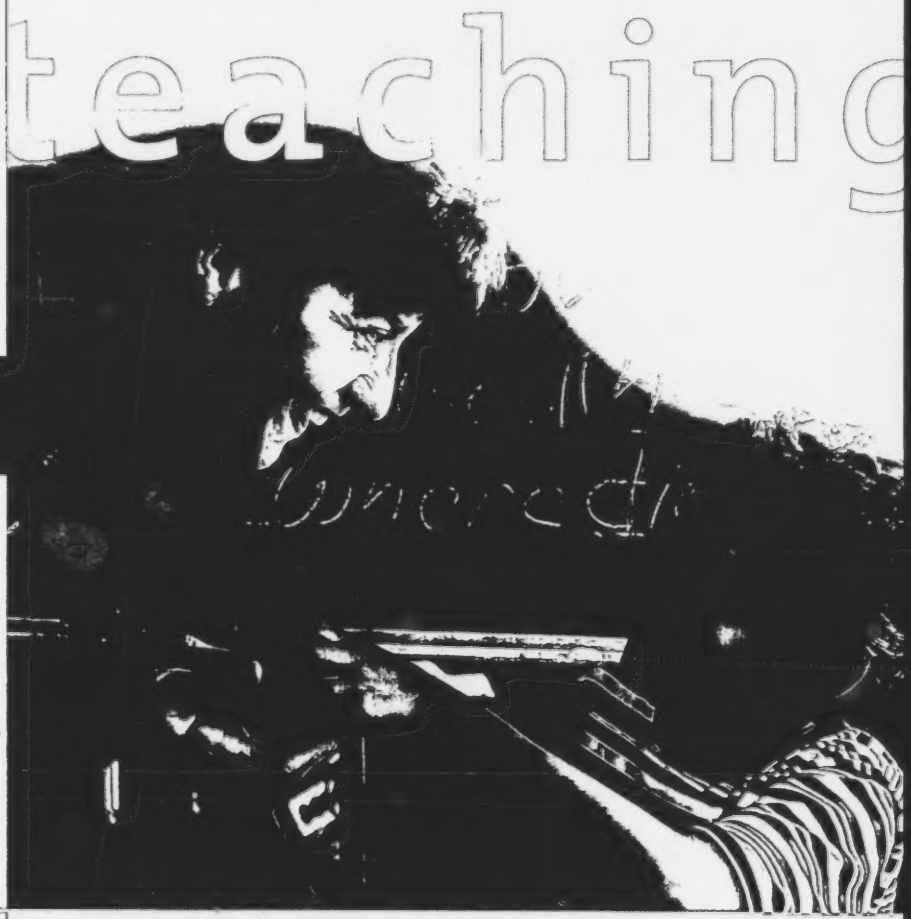
—David Haselkorn
President, Recruiting New Teachers, Inc.

1 A snapshot of the profession

Teaching is the essential profession—the one that makes all other professions possible.

But it is a profession undergoing tremendous change as the United States moves into the 21st century. Methods are changing as we discover more about how children learn; classrooms are changing along with the demographics of our society; and schools are changing as educators strive to meet new challenges and responsibilities.

In this chapter, you'll learn about the state of the teaching profession today. You'll learn why people choose to teach, why the nation has such a critical need for good new teachers, and what conditions you can expect to find in the classroom.



Why teach?

INTRODUCTION:

Why do people teach? Their reasons range from the inspiration of a favorite teacher of their own . . . to a sense of commitment to community or nation . . . to an intellectual fascination with a given discipline, such as English literature or the physical sciences.

But the most important reason, by far, is the desire to work with children: to help them grow, to help them learn, to make a difference in their lives (see chart).

The truth is—as any dedicated teacher will tell you—the profession is a tremendously demanding one. That is especially so today. Teachers are called upon to reach dozens, and in some cases, hundreds of children every day . . . teach an ever-expanding curriculum in often limited class time . . . maintain order in occasionally difficult circumstances . . . spend evenings and weekends grading papers and planning lessons . . . remain up to date with an endless array of administrative tasks . . . and keep current on reforms and advances in their profession in whatever time remains.

Watch that same hardworking, dedicated teacher, though, say good-bye to a class at the end of term, or welcome a new class in the fall. Listen to that teacher lead a class in spirited debate, or reward a student who has worked hard and come through with flying colors. You'll see a professional who is utterly absorbed in creative, demanding, fulfilling work.

Who could ask for more?

why teach?

WHY PEOPLE TEACH

Desire to work with young people	68.1%
Value or significance of education in society	41.9%
Interest in subject matter field	36.5%
Influence of a teacher in elementary and secondary schools	30.5%
Long summer vacation	20.3%
Never really considered anything else	19.3 %
Job security	18.1%
Need for second income	13%
Opportunity for lifetime of self-growth	10.9%

Source: National Education Association, *Status of the American Public School Teacher*, 1996

DOING THE GREATEST GOOD

Many teachers say they enter the profession in part because it is a form of public service—a way of making a contribution to society. But what does society say? Which profession provides the most benefit to the social welfare of the nation? In a 1998 poll by Recruiting New Teachers, randomly selected Americans responded this way:

Teacher	62%
Physician	17%
Nurse	6%
Business Person	5%
Lawyer	3%
Journalist	1%
Politician	1%
Accountant	1%
None of these	2%
Not sure	2%

Source: Recruiting New Teachers, Inc., *The Essential Profession*, 1998

MAKING THE BIGGEST DIFFERENCE

Teachers say they embrace the chance to make a difference in a student's life. Are teachers the critical difference? A majority of the American public believes that's true. When RNT asked which educational element has the greatest influence on student learning, randomly selected Americans responded this way:

Quality of teachers	55%
Establishing a system of academic standards	30%
Requiring achievement tests in core academic subjects	14%
Not sure	1%

Note: Respondents (1,325) could indicate more than one choice.

Source: Recruiting New Teachers, Inc., *The Essential Profession*, 1998

Why I teach

IRASEMA ORTEGA-CRAWFORD

It's the sparks.

Every time my students get excited about learning something new, I see sparks shooting from their eyes. And though I could fill a book with everything I have to say about the rewards of teaching, the chance to do something meaningful and fulfilling with my life, whenever I'm asked why I became a teacher, that's always the first and best thing that comes to mind. The sparks.

Even though I did not start out to be a teacher, I have always had some affinity for teaching and a passion for learning. In the schools of my native Venezuela, I had excellent teachers—wonderful individuals who loved to teach and challenge as they passed the torch of knowledge to us, their students. To this day, any time a teacher in Venezuela enters a classroom, all of the students stand up, out of respect for *el maestro*. My father was a teacher, and I knew, back then, that someday I would become one too.

Then I moved to the U.S. and all I heard was "Those who can't, teach," and "But Ira, you can do better than that." So, after college I went to work at a university research lab. The little flame, that love for sharing, didn't die, but it was pushed to the background. I felt like an island totally disconnected, fearful and yet hopeful that someday I would have the courage to go for it, no matter what anyone said or thought.

One night after a dreadful, boring day at work, I was watching TV and saw an ad from a group called Recruiting New Teachers flash on the screen. A voice asked viewers to "reach for the power to wake up young minds. Teach." I know it sounds crazy, but from that moment on I knew what to do.

Teaching is the best job I've ever had. As one of just two bilingual biology specialists in my district, I created new curriculum materials for my English as a second language (ESL) kids, and launched a college-bound ESL club that was just as rewarding for me as it was for its members.

I truly have had the best of both worlds: a good school system that supports its teachers (at least, those who stand up for what they need in order to teach well), and a chance to make a difference in the lives of young people. I have had the opportunity to return to education what I received from my own teachers and mentors.

It's not easy work; in fact, I will say that it is the most challenging work I have ever done. I have to be there with my students in body and soul, day in and day out. It can be draining, and it can sometimes seem like a battleground.

But how do I feel at the end of each day? I feel proud of my students. I feel more knowledgeable about living, teaching, and learning. I feel lucky to be a teacher. I feel...full of sparks.

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Irasema Ortega-Crawford became a biology teacher in Mesa, AZ, after seeing BNT's "Reach for the Power: Teach!" public service ad.

I feel **proud** of my students.

I feel more **knowledgeable** about living,

teaching, and learning.

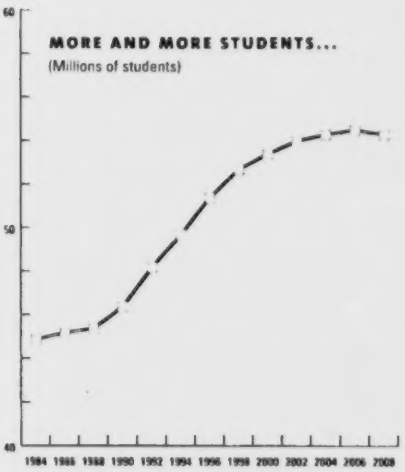
I feel **lucky** to be a teacher. I feel...

full of sparks.

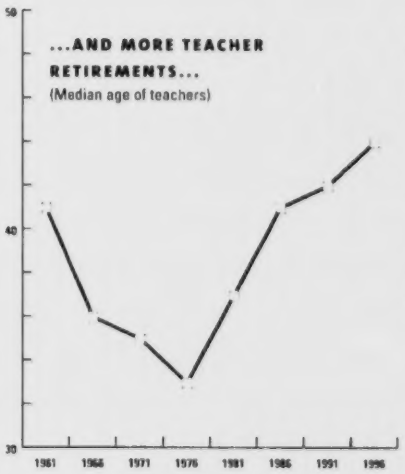
The need for teachers

The teacher job market in the United States defies generalization. It varies by curriculum area, by geographic region, by grade level, and by the demographics of school systems and teachers themselves. In short, what's true for high school science teachers in Oregon may not be true at all for whole language resource room teachers in Florida.

However, there are some trends you should know about that will affect teacher hiring patterns well into the 21st century. The nation has never before had such a demand for teachers, and this demand is predicted to continue to grow. The U.S. needs to recruit and hire more than two million teachers in the next decade, due to increasing student enrollments and the need to replace teachers who retire or leave the profession for other reasons. High-poverty, remote rural, and urban communities face the greatest challenge in recruiting, supporting, and retaining qualified teachers.



Source: NCES, *Projections of Education Statistics to 2008*; projections are from 1998 onward.



Source: NCES, *Digest of Education Statistics*, 1996

Q Why is the need for teachers increasing as we move into the 21st century?

In a nutshell, it's due to a student population that is rapidly changing and growing; an aging teacher workforce; and school reform measures at the local, state, and national levels. Taken in turn:

Changing Student Enrollment: In 1998, more students attended American schools than at any time since 1971. The reason is simple: these children represent the so-called "echo" of the baby boom generation of the 1950s and '60s. The need for teachers, of course, will follow this demographic bulge as it moves through elementary and high school into college (see chart).

Aging Teacher Workforce: Among current public school teachers, more than one-quarter are 50 years old or older. Though increased salaries and other benefits are prompting many teachers to stay in the profession longer, over the next two decades a very significant portion of the nation's current teacher workforce will retire—precisely during the time when student enrollments will be reaching historic highs (see chart).

School Reform: Many of the current efforts to reform elementary and secondary schools in the U.S. call for class-size reduction—in other words, fewer students per teacher.

Q How else has school reform affected teacher demand?

The quest for improved student achievement has led to higher standards for both students and teachers. Changes in state licensure, teacher preparation program accreditation, and advanced certification all speak to a profession in considerable and exciting flux. These changes are helping to attract a new generation of motivated, highly skilled individuals into the profession—in many cases, after they have acquired significant work experience in other fields. The demand for teachers in the early 21st century will be marked not only by a need for great numbers of teachers, but also by a search for individuals with the capacity to embrace the challenges of an evolving profession, and to succeed.

With whom will I be competing in the job market?

Chapter 5 offers a comprehensive answer to this question. Briefly, though, you'll be competing against several "pools" of teaching candidates:

- recent degree recipients who are entering the profession;
- current teachers who have been laid off or are looking for a change;
- former teachers seeking reentry into the profession;
- paraprofessionals (teacher aides) and other individuals who work in schools and want to become certified teachers; and
- mid-career professionals who are considering teaching.

While demand for teachers will increase over the next ten years, in the near term you can greatly enhance your own prospects by researching expected hiring patterns in your desired curriculum and geographic area. Specialize, if possible, in a curriculum area and grade level with heavy teacher demand (see page 16), and remain open to the possibility of relocating in order to find a good position.

TEACHERS BY THE NUMBERS

Estimated number of classroom teachers, public and private schools*	3.1 million
Percentage who teach elementary grade levels (K-8)	61%
Percentage who teach in private schools	18%
Percentage who are female	74%
Percentage who are . . .	
African American	7.3%
Hispanic	4%
Asian/Pacific Islander	1%
Native American	1%
Percentage whose highest degree is a . . .	
Bachelor's	44%
Master's	55%
Percentage who . . .	
certainly would teach again	32%
probably would teach again	31%
say the chances are about even	17%
probably would not	16%
certainly would not	4%
Average prose literacy score of teachers (max.: 375)**	333
Average score of all bachelor's degree holders	334
Average score of physicians	335

Sources: * and following: NCES, *Digest of Education Statistics*, 1997.
** and following: NCES, *National Adult Literacy Survey*, 1992.

STUDENT ACHIEVEMENT BY THE NUMBERS

What the studies show

- In a 1995 series of international math and science tests, American twelfth graders were among the lowest performing students. In both general knowledge assessments, students in the U.S. outperformed only two countries out of 26 participating nations.*
- Although fourth-grade students ranked well above the international average, the test results show a progressive decline in academic capacity through the twelfth grade. Eighth graders in the U.S. scored higher in mathematics than their peers in just seven countries.

What the teachers say

- In a 1995 poll of teacher attitudes, three out of four teachers felt students' lack of basic skills to be a "very serious" or "somewhat serious" problem. For teachers in inner-city or other urban settings, this figure was eight out of ten.**
- In a 1991 poll, only 18% of educators and just 12% of employers thought that high school graduates had learned to write well.***

What price society pays

- American employers spend an estimated $25 billion annually on remedial training.
- More than 26 million adult Americans—about ten percent of the total U.S. population—are functionally illiterate. Another 46 million people cannot read proficiently.

Sources: * and following: NCES, *Initial Findings from the Third International Math & Science Study* (TIMSS), 1995.
** and following: *MetLife Survey of the American Teacher, 1994-95*, 1995.
*** and following: *An Assessment of American Education*, Louis Harris & Assoc., 1991.

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The need to improve our schools

Ever since 1990, when then-President Bush and the nation's governors concluded that America's schools "could hardly be worse," school quality has been headline news across the country, with story after story about low test scores, increased substance abuse, language barrier difficulties, declining school safety, and more.

Are the stories true? Some of them are, certainly.

Not since the former U.S.S.R. launched Sputnik, the first satellite, into space in 1957 has there been such a widespread consensus in the United States for attention to and reform of the nation's schools. In the aftermath of Sputnik, the U.S. passed the National Defense Education Act and increased federal funding for curriculum development and teacher preparation. Subsequently, Congress passed the 1964 Elementary and Secondary Education Act (ESEA), which expanded federal support for schools and disadvantaged students. Recent years have seen a strong emphasis on boosting student achievement and raising standards in the nation's schools. In 1999 Congress proposed an ESEA reauthorization, which seeks educational excellence for all students through high standards, improved teacher quality, accountability, and safe, drug-free schools. As a prospective teacher and participant in these changes, you will want to become aware of the cutting-edge ideas now being advanced to return American education to world-class standards. The following list represents a few of the many areas in which reform measures have been proposed or implemented:

Teaching. Strengthen the teaching profession through improved preparation programs, increased staff diversity, higher entrance standards, professional development tied to more rigorous certification procedures, better support for novice teachers, higher salaries, more opportunities for "career ladder" advancement, and better working conditions (including more responsibility).

Classroom Practices. Train teachers to act more as "facilitators," helping students move along individualized instruction programs using new technology, team teaching, and cooperative learning.

School Restructuring. Give more responsibility to school principals, staff, and parents for what goes on in their own schools. Investigate moving to a year-round school calendar, or lengthening the school year.

Choice. Offer a chance for communities to create the greatest range of educational choices for their children through the development of *charter schools*—independent public schools, designed and operated by educators, parents, community leaders, educational entrepreneurs, and others.

Curriculum Reform. Establish national performance standards for student achievement. Strengthen the "basics," especially literacy and numeracy, to include computer literacy and problem solving. Integrate multicultural perspectives into all curriculum areas.

Accountability. Establish state-level tests. Devise better ways to measure student progress through performance-based assessment tools.

Finance. Change local school funding formulas that now lead to school districts with greatly disparate per-pupil expenditures.

For more information about school reform, contact The Annenberg Institute for School Reform, Brown University, Box 1985, Providence, RI 02912, (401) 863-7990; www.aisr.brown.edu.

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A call to action for American education in the 21st century

In 1997, U.S. Secretary of Education Richard Riley and senior U.S. Department of Education officials developed seven priorities for all students in the United States, based on the "Call to Action" issued by President Clinton in his State of the Union Address:

- **All students will read independently and well by the end of third grade.**
- **All students will master challenging mathematics, including the foundation of algebra and geometry, by the end of eighth grade.**
- **By 18 years of age, all students will be prepared for and able to afford college.**
- **All states and schools will have challenging and clear standards of achievement and accountability for all children, and effective strategies for teaching to those standards.**
- **There will be a talented, dedicated, and well-prepared teacher in every classroom.**
- **Every classroom will be connected to the Internet by the year 2000 and all students will be technologically literate.**
- **Every school will be strong, safe, drug-free, and disciplined.**

Q How would these reforms affect me, as a teacher?

In a sense, every reform idea is aimed ultimately at changing the way teaching and learning happen in the classroom. One of the driving forces behind the school reform movement is a growing awareness that in the 21st century, more of us will be "thinking for a living." More than ever before, to be productive citizens, all of our students require the higher levels of knowledge and skill once reserved for society's elite. The education reform movement has focused increasingly on the development of new standards for students, and these standards have already begun to have an impact on the ways teachers teach.

Perhaps the most heartening news for prospective teachers is that many reforms now being debated and implemented focus on the teaching profession: how teachers are recruited and licensed; how they can be better supported and compensated once they're in the classroom; and how much freedom and responsibility they're given in determining their curriculum and classroom techniques. Teachers have always been classroom leaders; now, they have more opportunity to become schoolwide leaders than ever before.

WOULD YOU MAKE A GOOD TEACHER?

The traits listed below are common to most effective teachers, according to researchers. Of course, not every good teacher exhibits every trait, so don't worry if you can't score yourself a "10" on every trait. Teaching may not be for you, however, if you have serious reservations about your abilities in a number of these categories.

Qualities of Effective Teachers

- Tend to be good managers
- Have high expectations of their students and themselves
- Believe in their own effectiveness
- Vary teaching strategies
- Handle discipline through prevention
- Are usually warm and caring
- Are democratic in their approach
- Are task-oriented
- Are concerned with perceptual meanings as well as facts and events
- Are comfortable interacting with students
- Have a strong grasp of subject matter
- Are readily accessible to students outside of class
- Tailor their teaching to student needs
- Are reflective practitioners, open to new learning theories and classroom techniques
- Are highly flexible, enthusiastic, and imaginative

Drawn in part from: American Association of School Administrators, *Effective Teaching: Observations from Research*, 1986

"As a teacher I still think—call it naive or call it idealistic—that maybe I can make a difference."

Edward Wong, former Mississippi Teacher of the Year

Working conditions for teachers

What is it really like to be a teacher? Since each of us has attended school ourselves, our perceptions of a teacher's life are colored by our own experiences. The media help complete that portrait through television shows, movies, and news documentaries. Is the working life for most teachers today closer to the "bad news" reports of crumbling buildings, overcrowded hallways and rampant drug abuse—or to the vision shared by most future teachers of lively classrooms and young people excited by learning?

Current teachers, by and large, say that they are satisfied with their professional lives, and that their original vision of classroom conditions has been fulfilled. Of course, they also have plenty to say about how life in the classroom can be improved. According to information compiled from national surveys, including a 1995 Metropolitan Life survey and a 1999 Phi Delta Kappa poll, teachers expressed the satisfactions and dissatisfactions listed below.

WHAT TEACHERS ARE PAID...

(Average teacher salaries in 1998 dollars)

1958	$25,920
1963	$30,400
1968	$34,267
1973	$36,096
1978	$34,391
1983	$33,273
1988	$38,177
1993	$39,345
1998	$39,347

Compiled by American Federation of Teachers, AFL-CIO

What do teachers like best about their job?

Teachers have reported that they are generally satisfied with teaching and their control over their professional lives. Specifically, they:

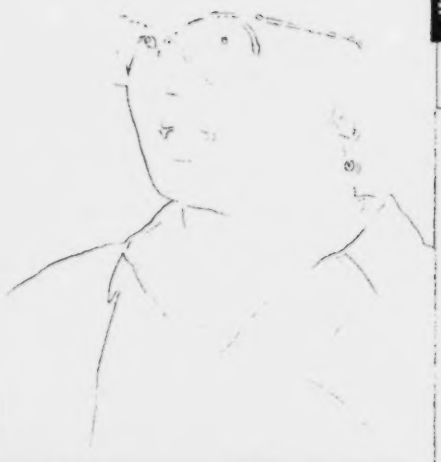
- appreciate that the average teacher salary has risen over the past four decades;
- rank their own schools as "good" or "excellent" regarding most physical surroundings, including the general school plant, cleanliness, and teacher support services, such as photocopiers, computers, and classroom supplies;
- believe almost universally that schools support and encourage strong relations between students and teachers;
- rate the relationship between them and their students as good or excellent; and
- believe that, generally speaking, they are recognized for their expertise.

What do teachers like least?

Despite this general sense of job satisfaction, teachers point to a number of conditions that can make their jobs difficult (and, at times, impossible) to perform. In particular, they identify:

- the need for class size reduction;
- the presence of serious societal problems, such as lack of discipline, problems in students' home lives, drug abuse, and teen pregnancy;
- not enough school-financed professional development and technological training opportunities;
- not enough time to prepare with or confer with other teachers.

An overriding concern of today's teachers is that too many students suffer from family problems that seriously hinder their performance in school. Either because of learning difficulties or because their parents don't have the time or skills to help, increasing numbers of students arrive in the classroom with limited attention spans and an inability to concentrate well on their studies. Many schools, particularly in urban areas, are experimenting with ways to address such challenges by offering a range of human services (family counseling, for example). Still, many teachers feel their previous training has not adequately prepared them to meet these kinds of extracurricular student needs.



...AND HOW THEY SPEND THEIR TIME

The Average Teacher Work Week

In School: conducting classes, preparing lessons, attending staff meetings, etc.	**33.2 hours**
Outside of School: grading papers, preparing lessons, meeting with parents	**8.7 hours**
Outside of School with Students: leading field trips and extracurricular activities	**3.3 hours**

Source: NCES, *Schools and Staffing Survey*, 1993-1994

REASONS TEACHERS LEAVE

	Public School	Private School
Family or personal move	**10.1%**	**16.2%**
Pregnancy/child rearing	**14.3**	**10.2**
Health	**4.7**	**4.0**
Retirement	**27.4**	**9.3**
To pursue another career	**12.1**	**16.3**
For better salary or benefits	**6.5**	**7.7**
To take courses to improve career opportunities in the field of education	**6.1**	**6.3**
School staffing action	**3.2**	**8.2**
To take a sabbatical or other break from teaching	**3.4**	**4.9**
Dissatisfied with teaching as a career	**5.3**	**5.0**
Other family or personal reason	**6.5**	**11.1**

*Note: Percents may not add to 100% due to rounding.

Source: NCES, *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-up Survey*, 1994-1995

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"I make my students believe in themselves."

Jaime Escalante, whose teaching inspired the film *Stand and Deliver*

SCHOOL-AGE CHILDREN LIVING IN POVERTY

Total: 19.8% of children under 18 live below the poverty level

White: 15.5%

African-American: 39.5%

Hispanic: 39.9%

Asian/Pacific Islander: 19.1%

Source: NCES, *Digest of Education Statistics, 1998*

WHOM YOU WILL TEACH

Number of K-12 students in public schools in the year 2000*	**47.4 million**
Number in private schools	**6 million**
% of children who live with a single parent**	**32**
% who are individuals of color***	**36**
Proportion of students who will probably not finish high school	**1 in 9**
Proportion of high school seniors who participate in academic clubs	**1 in 4**
% of seniors who are employed at least 15 hours per week	**39**
% of seniors who have used illegal drugs	**51**
% of seniors who plan to attend college after graduating	**85**

Source: * and following, NCES, *Projections of Education Statistics to 2008*
** and following, U.S. Census Bureau, *Household and Family Characteristics, 1997*
*** and following, NCES, *Digest of Education Statistics, 1998*

Whom will I teach?

That depends largely on where you teach. While we can generalize somewhat about students in today's schools, those generalizations don't take into account the extremely wide variations that exist among different school districts. For example, the proportion of school-age children living in poverty (nationally, one in four) would be higher in a large city than in a suburban community. Today's generation of American schoolchildren represents possibly the most diverse mixture of races and ethnic groups the world has ever known. What's more, the generation of students now beginning to move through elementary school will be the largest in American history as well—even larger than the baby boom generation of the 1960s. The multicultural, multilingual nature of today's classrooms makes teaching a more challenging profession and a more important one. Many teachers of diverse classrooms (such as Irasema Ortega-Crawford, whose essay appears on pages 4-5) say that it makes their work much more satisfying, as well.

What are my prospects for advancement in teaching?

Until recently, the only way for a teacher to advance professionally was to leave the classroom and become an administrator. While that circumstance remains true to an extent, in some areas around the country, more and more opportunities for teacher advancement are opening up. They include:

- peer coaching, or serving as a mentor teacher or teacher evaluator;
- developing curriculum;
- representing teachers as part of a school site-based management team;
- participating in professional groups, institutes, and other staff development activities;
- applying for and participating in leadership academies; and
- applying for and administering grants for academic and classroom-based research.

In addition, some districts have instituted career ladder programs designed to provide teachers with a defined path for advancement; most of these include higher pay for each "rung" a teacher climbs. (See Chapter 6 for more information on prospects for professional advancement in teaching.)

Areas of high teacher demand

"We're seeing more interest in teaching these days," one college career guidance specialist told us, "...but they all want to teach elementary classes at the school down the street. Somebody needs to tell them to think again. They'll do themselves a favor if they specialize in a curriculum area where teachers are urgently needed."

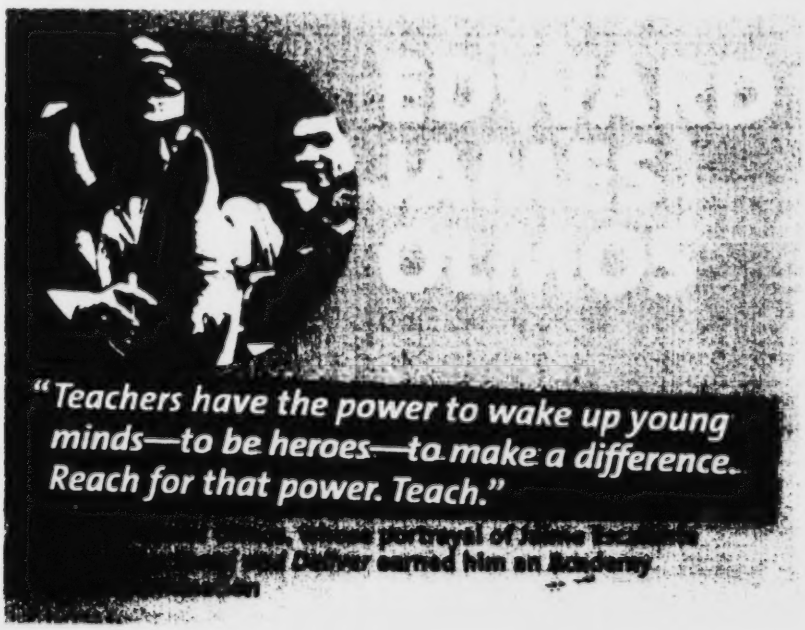
As the tables on the following pages illustrate, there is currently high demand for teachers with backgrounds in special education, physics, chemistry, and mathematics. Minority teachers and those with backgrounds in bilingual education and English as a second language (ESL) also are in high demand.

The need for talented and diverse teachers in these areas—and in just about every teaching area—is particularly acute in large urban districts. If you are considering a teaching career, specializing in one of these fields or looking for a job in an urban area will probably make your job search easier.

If you have your heart set on teaching fourth grade, you can make yourself still more "marketable" by double-majoring in one of the high-need areas. For example, if you would like to be an elementary teacher, gaining experience in special education or learning to speak Spanish will almost certainly help you find a position. It's important to understand, too, that teacher demand varies significantly from region to region, as well as across curriculum areas, grade levels, and specialization.

The tables presented on pages 14-16 will help you determine which curriculum areas (and which regions) currently offer the best opportunities. The tables on these pages were prepared by the American Association for Employment in Education (AAEE, formerly the Association of School, College, and University Staffing). Use the map on page 15 to identify the region where you would like to teach. The table on page 14 lists teaching fields in alphabetical order; the table on page 16 ranks them according to the demand for new teachers. Please note: These figures are based on the opinions of college placement officers and school district recruiters and not on actual hiring data.

For a copy of the *Job Search Handbook for Educators* published by the AAEE, contact that organization at 820 Davis St., Suite 222, Evanston, IL 60201, (847) 864-1999; aaee@nwu.edu. Each *AAEE handbook* costs $10.00 and contains information regarding teacher supply and demand as well as general guidance on how to find a position in teaching.



TEACHING IN URBAN DISTRICTS

Percent of Great City school districts with an immediate need for teachers in:
(aggregated across grade levels)

Special Education	97.5
Science	97.5
Math	95.0
Bilingual Education	72.5
ESL	67.5
Educational Technology	67.5
***Elementary Education**	52.5
***Reading**	42.5

*K-6 only

Source: Recruiting New Teachers, Inc. and the Council of the Great City Schools, *The Urban Teacher Challenge*, 2000

RELATIVE DEMAND BY TEACHING AREA AND YEAR SUPPLY AND DEMAND, 1999

Scale: 5 = Considerable Shortage to 1 = Considerable Surplus

Regions	N	1	2	3	4	5	6	7	8	9	10	11	Nat'l	98	Change
1 Agriculture Education	72	2.00	3.67	4.00	3.86	3.25	3.45	4.00	3.33	3.00		2.00	3.50	3.48	0.02
2 Art/Visual Education	261	2.45	2.55	2.40	2.96	2.80	2.86	2.82	2.63	2.63	3.00	2.00	2.78	2.71	0.07
3 Audiology	81	3.60	3.50	3.00	4.08	4.00	4.00	3.91	3.38	2.67			3.73	4.10	-0.37
4 Bilingual Education	107	4.75	4.41	4.60	4.17	4.89	4.30	4.12	3.27	4.25			4.32	4.48	-0.16
5 Business Education	178	3.60	3.13	3.33	3.28	2.63	3.18	3.54	2.94	3.20		2.50	3.16	2.86	0.30
6 Computer Science/ Education	154	3.71	3.67	3.50	4.39	4.29	4.45	3.95	4.00	4.50			4.14	4.00	0.14
7 Counselor Education	207	3.25	2.96	3.00	4.14	3.56	3.36	3.52	2.96	3.27	5.00		3.40	3.25	0.15
8 Dance Education	42	2.00	3.00		2.40	2.67	3.20	2.55	3.00	3.00			2.76	2.48	0.28
9 Driver Education	53	2.00	3.00		3.44	2.11	3.00	3.00	2.86	4.00			2.91	2.63	0.28
10 Elementary Education—Pre-K	350	2.88	3.35	3.25	2.92	2.97	3.11	2.90	2.34	2.84		2.00	2.88	2.72	0.16
11 Kindergarten	408	2.71	3.59	3.33	2.79	3.09	3.21	2.81	2.31	2.67	3.00	2.00	2.89	2.69	0.20
12 Primary	457	2.81	3.81	3.22	2.69	2.97	3.27	2.65	2.36	2.40	3.00	2.00	2.86	2.63	0.23
13 Intermediate	417	2.79	3.64	3.38	2.91	3.17	3.34	2.91	2.44	2.68	3.00	3.00	3.00	2.74	0.26
14 English/Language Arts Education	452	2.89	3.47	3.00	3.33	2.97	3.30	2.96	2.55	2.68		3.00	3.05	2.81	0.24
15 Eng. as a second lang. (ESL)	155	3.77	4.23	4.20	4.17	4.16	4.06	3.89	3.50	4.60		2.50	3.98	3.89	0.09
16 Gifted/Talented Education	93	3.00	3.80	3.00	3.65	3.29	3.94	3.57	3.43	3.00			3.56	3.35	0.21
17 Health Education	212	2.50	3.07	3.25	2.51	2.27	2.43	2.34	2.36	3.17			2.49	2.31	0.18
18 Home Ec./Family and Consumer Sci.	109	3.25	3.13	3.50	3.94	3.15	3.67	3.87	3.33	4.00		2.00	3.57	3.15	0.42
19 Journalism	90	2.80	3.13		2.84	2.73	2.88	2.85	3.17	3.67			2.90	2.80	0.10
20 Languages Education—Classics	93	2.40	2.71	3.67	3.31	3.13	3.61	3.24	3.07	4.00		1.00	3.23	3.17	0.06
21 French	293	2.44	2.92	3.60	3.45	4.43	3.55	3.31	3.22	3.31		1.00	3.29	3.24	0.05
22 German	219	2.41	3.00	3.25	3.44	3.11	3.44	3.02	3.25	3.33		1.00	3.16	3.07	0.09
23 Japanese	76	3.17	3.00	3.33	3.10	3.71	3.63	3.62	3.29	3.67		1.00	3.32	3.60	-0.28
24 Spanish	351	3.94	3.96	4.20	4.05	4.00	4.24	4.16	3.73	4.00			4.04	3.86	0.18
25 Library Science/ Media Technology	100	2.83	3.71	3.67	3.76	3.73	3.86	3.67	3.83	3.40			3.69	3.61	0.08
26 Mathematics Education	471	4.16	4.56	4.44	4.21	4.30	4.33	4.13	3.85	4.08		2.50	4.18	4.00	0.18
27 Music Education—Instrumental	325	3.61	3.54	3.60	3.75	3.29	3.29	3.21	2.82	3.27		2.00	3.35	3.25	0.10
28 Music Education—Vocal	330	3.50	3.20	3.60	3.77	4.23	3.18	3.30	2.84	3.36		1.00	3.31	3.19	0.12
29 Physical Education	314	2.50	3.00	2.67	2.55	2.35	2.58	2.47	2.24	2.27		1.50	2.54	2.32	0.22
30 Psychologist (School)	133	3.50	3.89	3.50	4.00	3.30	3.41	3.76	2.77	3.40			3.51	3.58	-0.07
31 Reading	261	3.07	3.88	3.50	3.37	3.54	3.57	3.37	3.19	3.64		3.00	3.43	3.30	0.13
32 Science Education—Biology	452	3.42	4.28	3.86	3.94	4.03	4.07	3.71	3.63	4.09		3.00	3.88	3.71	0.17
33 Chemistry	407	3.63	4.55	4.00	4.30	4.31	4.20	4.17	3.93	4.21		2.00	4.17	4.10	0.07
34 Earth/Physical	304	3.25	4.41	3.75	3.91	4.03	3.93	3.88	3.78	4.12		1.50	3.90	3.83	0.07
35 General	355	3.38	4.24	4.00	3.97	3.97	4.06	3.73	3.59	3.95		3.00	3.86	3.71	0.15
36 Physics	342	3.67	4.59	3.80	4.32	4.48	4.19	4.43	4.08	4.22		2.00	4.26	4.17	0.09
37 Social Sciences/ Studies Education	431	2.35	2.25	2.56	2.44	2.36	2.70	2.44	2.21	2.61		2.00	2.45	2.29	0.16
38 Social Work (School)	90	3.25	3.38	2.00	3.43	2.67	3.33	3.33	2.64	3.33			3.20	3.22	-0.02
39 Special Education— Behavior Disorders	221	4.33	4.75	4.60	4.49	4.40	4.66	4.23	4.10	4.29		2.50	4.39	4.39	0.00
40 Hearing Impaired	116	4.50	4.89	4.75	4.33	4.14	4.55	3.73	4.05	4.00		2.00	4.25	4.27	-0.02
41 Learning Disabilities	287	4.36	4.74	4.60	4.45	4.33	4.56	4.15	4.09	4.15		2.00	4.36	4.30	0.06
42 Mentally Handicapped	245	4.57	4.83	4.40	4.37	4.41	4.47	4.27	3.97	4.08		2.00	4.33	4.23	0.10
43 Multiple Handicapped	160	4.75	4.80	4.00	4.62	4.41	4.45	4.22	3.85	4.27		1.00	4.35	4.34	0.01
44 Physically Impaired	125	4.57	5.00	4.00	4.26	4.50	4.58	4.00	3.86	4.09		1.00	4.28	4.29	-0.01
45 Visually Impaired	77	3.50	5.00	4.33	4.14	4.57	4.54	4.25	3.82	3.86		1.00	4.18	4.10	0.08
46 Speech/Drama/ Theatre Education	216	2.53	2.77	2.00	3.04	2.77	2.85	2.80	2.67	4.00			2.84	2.74	0.10
47 Speech Pathology	130	4.57	4.46	4.00	4.67	4.06	4.00	4.38	3.76	3.67			4.18	4.37	-0.19
48 Technology Education	108	4.25	3.91	3.00	4.61	3.78	3.91	4.14	3.69	3.86			4.03	4.16	-0.13
Composite	512	3.17	3.83	3.69	3.55	3.56	3.62	3.35	3.20	3.48	3.40	2.07	3.47	3.30	0.17
Number of colleges reporting by region		21	37	9	78	44	110	102	80	28	1	2	512	585	

*Compiled by the American Association for Employment in Education (AAEE)

AAEE SUPPLY/DEMAND REGIONS

(see table, page 14)

1 = Northwest
2 = West
3 = Rocky Mountain
4 = Great Plains, Midwest
5 = South Central
6 = Southeast
7 = Great Lakes
8 = Middle Atlantic
9 = Northeast
10 = Alaska
11 = Hawaii

RELATIVE DEMAND BY TEACHING AREA

Scale: 5 = Considerable Shortage to 1 = Considerable Surplus

Teaching Fields with Considerable Shortage (5.00 - 4.21)

Special Education—Behavior Disorders	4.39
Learning Disabilities	4.36
Multiple Handicapped	4.35
Mentally Handicapped	4.33
Bilingual Education	4.32
Physically Impaired	4.28
Physics	4.26
Hearing Impaired	4.25

Teaching Fields with Some Shortage (4.20 - 3.41)

Mathematics Education	4.18
Visually Impaired	4.18
Speech Pathology	4.18
Chemistry	4.17
Computer Science/Education	4.14
Spanish	4.04
Technology Education	4.03
Eng. as a second lang. (ESL)	3.98
Earth/Physical	3.90
Science Education—Biology	3.88
General	3.86
Audiology	3.73
Library Science/Media Technology	3.69
Home Ec./Family and Consumer Sci.	3.57
Gifted/Talented Education	3.56
Psychologist (School)	3.51
Agriculture Education	3.50
Reading	3.43

Teaching Fields with Balanced Supply and Demand (3.40 - 2.61)

Counselor Education	3.40
Music Education—Instrumental	3.35
Japanese	3.32
Music Education—Vocal	3.31
French	3.29
Languages Education—Classics	3.23
Social Work (School)	3.20
Business Education	3.16
German	3.16
English/Language Arts Education	3.05
Intermediate	3.00
Driver Education	2.91
Journalism	2.90
Kindergarten	2.89
Elementary Education—Pre-K	2.88
Primary	2.86
Speech/Drama/Theatre Education	2.84
Art/Visual Education	2.78
Dance Education	2.76

Teaching Fields with Some Surplus (2.60 - 1.81)

Physical Education	2.54
Health Education	2.49
Social Sciences/Studies Education	2.45

Teaching Fields with Considerable Surplus (1.80 - 1.00)

None

*Compiled by the American Association for Employment in Education (AAEE)

Profiles of high-need areas

On these pages, you'll find brief "snapshots" of some of the curriculum areas experiencing the greatest need for new teachers. Any college or university education department or school district will be able to provide you with more information about these and other high-need curriculum areas.

Special education

Special education programs provide specially designed instruction to infants, toddlers, older children, and teenagers with disabilities in an effort to meet their unique educational needs. Special education teachers use their expertise to design or modify educational programs to help individual students learn in their own way and at their own pace.

Special educators teach students with emotional, behavioral, sensory, physical, or learning disabilities in a range of settings. They may work as consultants, co-teaching in the classroom alongside another teacher, or as "itinerant" teachers who travel to more than one school. They may also teach in a special resource room where students come from regular classrooms for individualized or small group instruction, or in a self-contained classroom where they can give undivided attention to students with special needs. Many special education teachers say that they derive great personal reward and professional satisfaction from uncovering and nurturing the often hidden talents of students with disabilities.

Today, there is a trend in many states toward "inclusion," where students with special needs are included as part of regular classrooms. The move to create fully inclusive education for all students has brought with it much controversy about laws, rules, regulations, methods, and funding systems. Regardless of the debates, some new teachers choose to acquire a double license in special education and another area (for example, elementary education) in an effort to better prepare themselves to work with students with special needs. School recruiters say that experience in special education can improve a teacher candidate's job prospects significantly.

Opportunities to explore special education:

To find out if a career in special education is right for you, try volunteering in a classroom with children who are mentally, physically, or emotionally challenged, or helping out at a recreation center or camp that provides activities for people with disabilities. For more information, contact: The National Clearinghouse for Professions in Special Education, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589, (703) 620-3660, or (888) CEP-SPED; www.special-ed-careers.org.

Bilingual education/English as a second language (ESL)

Bilingual education and ESL programs assist students whose native language is not English. There are approximately three to five million children in the United States who are recognized as limited English proficient (LEP) students, meaning they come to school with difficulties in speaking, writing, and learning in English. The need for talented and diverse teachers to meet the needs of these students is compelling when you consider that:

- By 2050, Hispanic Americans will be the largest population group in the nation.
- The population of high-school-age Asian Americans and American Indians is expected to increase more rapidly than other minority groups.

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As the number of non-English-speaking students has grown, so has the decibel level of the debate over how best to serve them. It has been estimated that it can take up to seven years to learn English well enough to follow academic instruction in an all-English classroom. Some educators and many parents argue that these students are best served by being totally "immersed" in English-speaking classrooms so that they will learn English as quickly as possible. Others say that the only way to ensure that these students progress through the schools and receive an effective education is to teach content material in their native languages while they are learning English.

Either approach works best with specially trained teachers who are able to speak and teach in languages other than English, and who are sensitive to cultural differences. Even teachers who are not fluent in other languages probably will need to serve some LEP students during their career and need to be sensitive to their particular needs. English as a second language (ESL) instruction, meanwhile, is an essential component of every bilingual education program; sometimes it is taught by the bilingual teacher and sometimes by an ESL specialist (who may not need to be fluent in two languages).

Opportunities to explore bilingual education:

Teacher education programs in bilingual education are offered by many colleges and universities. Information on programs funded by the U.S. Department of Education can be obtained by contacting the Office of Bilingual Education and Minority Languages Affairs at:

(202) 205-5576; www.ed.gov/offices/OBEMLA

or the National Clearinghouse for Bilingual Education at:
(800) 531-9347; www.ncbe.org

Since each state has its own licensure requirements for bilingual education and English as a second language teachers, those interested in this area should contact the state department of education or state professional standards board directly for answers to licensure-related questions. (See pages 56-63 for a list of contacts.)

Current or prospective bilingual and ESL teachers may also want to contact two national, nonprofit membership and advocacy associations:

The National Association for Bilingual Education: (202) 898-1829; www.nabe.org and Teachers of English to Speakers of Other Languages (TESOL): (703) 836-0774; www.TESOL.edu

"I teach because it challenges me to use my creativity so that I can connect with children and become part of their lives. They can become part of my life and we can grow together."

Melissa Alloway has taught deaf children in both the United States and Mexico and has led workshops for other special education teachers.

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Mathematics and science

A recent report by the National Research Council, *Everybody Counts: A Report to the Nation on the Future of Mathematics Education,* states, "The shortage of qualified mathematics teachers in this country is serious, more serious than in any other area of education, and affects all levels, from elementary school to graduate school."

According to Richard M. Ingersoll, a sociologist at the University of Georgia, fewer than half of all math teachers in the U.S. have a major or minor in math. What's more, 28% of mathematics teachers (and 18% of science teachers) lack state certification in their field. If you are considering becoming a math or science teacher, you not only can help to fill an area of significant need, you can also become a member of the vanguard of fellow teachers, administrators, mathematicians, scientists, business people, and others who are transforming how math and science are taught. Innovative teaching methods have been or are being developed to improve American students' performance in mathematics and science. The National Science Teachers Association, for example, in 1997 launched a major initiative that will change the way teachers teach and students learn at the K-12 level, and the National Council of Teachers of Mathematics recently developed guidelines for excellence in mathematics education in order to accommodate changes in the role and uses of technology in today's society.

Opportunities to explore math and science education:

Contact the National Council of Teachers of Mathematics,
1906 Association Drive, Reston, VA 22091-1593, (703) 620-9840;
www.nctm.org

or the National Science Teachers Association,
1840 Wilson Blvd., Arlington, VA 22201-3000, (703) 243-7100;
www.nsta.org

"If we don't teach Molly to appreciate who Rico is, or Rico to appreciate who Molly is, they are going to have a harder time in the future."

As a bilingual teacher in Denver, CO, Teresa R. De Garcia was a winner of the Colorado Educator Award.

How to find out more

The resources listed on the following pages offer a wide range of information about what it's like to teach. But don't overlook opportunities to learn about teaching firsthand:

- **Volunteer in a local school. Many school districts have thriving school volunteer programs and can put you to good use. You'll get a close look at what teaching is really like—and you'll make yourself more attractive to a potential school employer.**
- **Talk to teachers. Call a couple of your own former teachers and ask them about the profession. Ask friends to recommend teachers you might talk to. Or, visit a local school's open house.**
- **Find out about volunteering or applying for a paid position in after-school or summer programs. Working with children in this capacity can give you an idea of the age you relate to best.**

Keep in mind that liking children and being "good" with children are not enough—teaching can *seem* simpler than it really is. Many beginning teachers find their training has not prepared them well enough. In fact, many teachers experience "reality shock" when they face their first classroom. Worst of all, one in three leave the profession in the first five years.

One of the keys to becoming an effective teacher is making sure you are adequately prepared to meet the challenges of today's classrooms. Managing a classroom and knowing how to help each child learn requires both specialized study and hands-on training. Like any profession, teaching requires knowledge and skills that will help you be effective with students and sustain a rewarding career.

"A lot of people want to teach; but there's a difference between teaching and inspiring; a difference between instructing and enlightening. There's a difference."

Ernestine Hogan has received numerous awards for effective math teaching in Atlanta, GA.

RESOURCES

BOOKS

America's Teachers: Profile of a Profession. Washington, DC: National Center for Education Statistics, 1993. (U.S. Government Printing Office, Mail Stop SSOP, Washington, DC 20402.) Comprehensive statistical portrait of the nation's teacher workforce, including information on demographics, educational attainment, instructional practices, and teachers' opinions about their profession.

Among Schoolchildren. Kidder, T. New York, NY: Avon Books, 1989. A challenging but ultimately fulfilling year in the life of a Holyoke, MA schoolteacher.

An Apple for My Teacher: Twelve Authors Tell about Teachers Who Made a Difference. Rubin, L.D. (Ed.). Chapel Hill, NC: Algonquin Books, 1987. Essays by various authors, including Houston A. Baker, Jr., John Barth, and Elizabeth Spencer.

Becoming a Teacher. Parkay, F.W. and Stanford, B.H. Cambridge, MA: Allyn & Bacon, 1997. Informative look at the experience of teachers, characteristics of students, and the world of the classroom as it exists today.

Beyond Bias: Perspectives on Classrooms. Carew, J.V. and Lightfoot, S.L. Cambridge, MA: Harvard University Press, 1979. Student and teacher reflections on classroom practice and education research.

Chasing Hellhounds: A Teacher Learns from His Students. Hoffman, M. Minneapolis, MN: Milkweed Editions, 1996. Compelling portrayal of the urban school through the experiences and personal reflections of an innner-city, high school literature teacher in Houston, TX.

The Discipline of Hope: Learning from a Lifetime of Teaching. Kohl, H.R. New York, NY: Simon & Schuster, 1998. Interesting revelations from the author's experiences as a teacher, which he uses to encourage and motivate both new and veteran teachers.

Horace's Compromise: The Dilemma of the American High School. Sizer, T.R. Boston, MA: Houghton Mifflin, 1984. Thoughtful, composite portrait of the challenges facing an American high school teacher. (Follow-up: ***Horace's School***, 1990 and ***Horace's Dream***, 1996. Portraits of Horace's progress in building a new model school.)

Journey with Children: The Autobiography of a Teacher. Hawkins, F. and Pockman, F. Boulder, CO: University Press of Colorado, 1997. Insights and perspectives of a veteran teacher on major current debates in education.

On Being a Teacher. Kozol, J. Oxford, England: One World Publications, 1993 (revised edition). Moving call for teachers, parents, and students to work together to renew the public schools.

The Power of Their Ideas. Meier, D. Boston, MA: Beacon Press, 1995. A school success story, using the experience of Central Park East schools in Harlem, New York City as a model of why good education is possible for all children and why public education is vital to the future of our democracy.

Small Victories. Freedland, S. New York, NY: Harper & Row, 1990. Portrait of a master teacher, working against the odds in a Lower East Side Manhattan high school.

PERIODICALS

Community Update. Subscriptions: ED Pubs., P.O. Box 1398, Jessup, MD 20079-1398, (800) 4ED-PUBS; www.ed.gov/G2k/community/99-04.html. Free monthly publication giving highlights of current activities in the field of education.

Education Update. Subscriptions: P.O. Box 2005, New York, NY 10001, (212) 481-5519; www.educationupdate.com. Free publication covering topics related to education.

Education Week. Subscriptions: Education Week, 205 West Center Street, P.O. Box 2090, Marion, OH 43301-4183, (800) 728-2753; www.edweek.com. $69.94 (1 year = 43 issues). Informative newspaper featuring commentaries, news stories, and special reports on important and current issues in education.

Instructor Magazine. Subscriptions: P.O. Box 53892, Boulder, CO 80321, (800) 544-2917; http://teacher.scholastic.com/index.htm. $19.95 (1 year = 8 issues). Lesson plans, teaching ideas for elementary school teachers; worth a look to see what practical materials and ideas teachers are working with today.

Teacher Magazine. Subscriptions: Education Week, 205 West Center Street, P.O. Box 2090, Marion, OH 43301-4183, (800) 728-2753; www.edweek.com. $17.94 (1 year = 8 issues). Insightful monthly publication covering current issues in teaching.

MOVIES

Conrack. 1974. Based on Pat Conroy's *The Water Is Wide*. Gentle, moving story about a white schoolteacher who works with a group of African American youngsters off the coast of South Carolina.

Dangerous Minds. 1995. Based on an incredible true-life story of a first-time high school teacher assigned to a class of tough, but intelligent, inner-city students.

Dead Poets Society. 1989. English teacher at a boys' school inspires a love for literature in his students.

Lean On Me. 1989. True story about a high school principal brought in as a last hope for the salvation of Eastside High School in Patterson, NJ.

Mr. Holland's Opus. 1995. Passionate musician reluctantly accepts a position as a high school music teacher, only to come to the realization that teaching is his true passion.

Music of the Heart. 1999. True story of one music teacher's efforts to create a violin program in a New York City school.

October Sky. 1999. Teacher inspires students from a coal mining town to follow his passion for rocket building.

Stand and Deliver. 1987. Inspiring true story of Jaime Escalante's success in teaching calculus in inner-city Los Angeles.

To Sir with Love. 1967. Based on a true story about a black teacher's first year of teaching in an impoverished London neighborhood.

Up the Down Staircase. 1967. Based on Bel Kaufman's perceptive best-selling novel about the experiences of a young teacher in a New York City high school.

Preparing to be a teacher

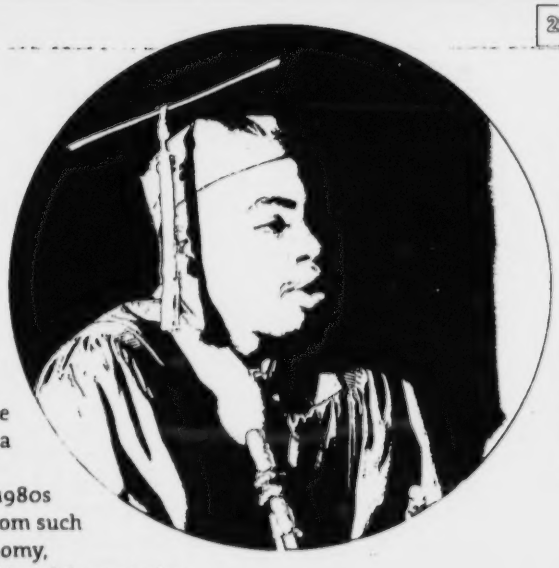
2

practice

After 12, 16, or even 20 years spent in classrooms with teachers, you might be tempted to think that you already know how to teach.

Most of us have experienced both good and bad teaching, along with gifted and average teachers. Certainly, we know the difference between the two. But teaching—like arguing a legal case or designing a building—is both a science and an art. It takes knowledge and practice to understand the way a child learns, and immense skill to create a classroom environment where this learning takes place for every child, every day. Most of all, it takes creativity, caring, and commitment to ignite in those children the spark of self-exploration and discovery that fires imagination and makes a difference in their lives.

Today's classrooms, more than ever before, present teachers with challenges requiring extensive education and a deep understanding of successful classroom practices. In this chapter, we'll introduce you to the various types of teacher preparation programs that are currently available for high school and college graduates, including special programs for mid-career changers and paraprofessionals (teacher aides) who are already working in schools. We also spotlight (on pages 46-49) programs designed to help current high school students gain valuable experience teaching younger students. You'll learn what forms these programs take, what they generally focus on, and where to find a program that might fit your needs.



A primer on teacher education

INTRODUCTION:

Teacher education institutions have come a long way from the days when so-called "normal schools" provided a modest amount of training to classes composed of local students in an effort to staff the local schools. Many of today's teacher education programs are important departments within major research universities, and some of them prepare a thousand or more new teachers every year.

Since the Presidential-appointed National Commission on Excellence in Education reported well over a decade and a half ago that America was a "nation at risk" because of a "rising tide of mediocrity in our schools," the teaching profession has been under scrutiny. The mid-1980s brought recommendations for strengthening teacher preparation from such influential bodies as the Carnegie Forum on Education and the Economy, the Holmes Group, and others. Recent research conducted by the National Commission on Teaching & America's Future (NCTAF), a blue-ribbon panel of governors, legislators, business and community leaders, and educators, confirmed that teacher quality is the factor that matters most for student learning. NCTAF was formed to develop a comprehensive blueprint for recruiting, preparing, and supporting a teaching force that can meet 21st-century standards of educational performance. Through its efforts, the Commission has helped generate a national consensus among policymakers and the public that the most effective engine for producing real improvement in student learning is providing a competent, qualified teacher in every classroom. As a result, the nation has at last begun to focus on the recruitment, preparation, and ongoing development of its teacher workforce.

Like any institution undergoing major change, however, teacher education in the United States has its share of controversy and debate. Should teacher education focus more on subject matter knowledge or on pedagogy, i.e., how to teach? How much teacher education should take place in a college classroom, and how much in an elementary or secondary school classroom, while observing and practicing? How important is teacher education to, say, a professional chemist who would like to teach chemistry? The good news is that the nation's education and policy leaders are actively addressing these questions—and that these and other issues are helping to focus attention on the critical importance of building a highly skilled, diverse teacher workforce.

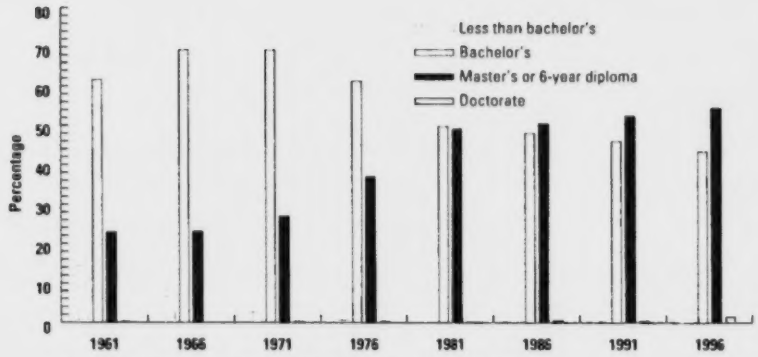
Q Why do teachers need professional training? Aren't the best teachers born, not made?

Without question, there are individuals who have a natural talent for teaching. There also are people who have an aptitude for medicine—but who would want to go to a doctor who had not had professional training? In the same way, even people who were "born to teach" can benefit from mastering the principles of professional practice through a teacher education program. Our children deserve to have well-prepared, skilled teachers as much as they deserve skilled doctors.

What should every teacher know and be able to do? To what standards should we hold our teachers? Historically, these have been tricky questions to answer. But the National Board for Professional Teaching Standards (NBPTS), an organization that has developed standards for teaching practice and created a certification process to assess teaching quality, has attempted to address those questions. NBPTS has established five core propositions for what experienced, professional teachers should know and be able to do (see box, p.26).

> *"A teacher touches eternity. No one can tell where his influence stops."*
>
> Henry Adams

HIGHEST COLLEGE DEGREE HELD BY TEACHERS 1961-1996



Source: National Education Association, *Status of the American Public School Teacher 1995-96*

WHAT EVERY TEACHER SHOULD KNOW AND BE ABLE TO DO

The five propositions of accomplished teaching

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach the subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Source: National Board for Professional Teaching Standards (NBPTS)

What's so complicated about teaching?

A doctor treats one patient at a time. A teacher works with 25-30 youngsters, every hour, five days a week—and every one of them learns in different ways, so generic teaching "prescriptions" do not always work. What's more, today's children differ greatly from those of even 15 years ago. Students come from far more diverse backgrounds. High percentages must struggle with poverty, health problems, family troubles, and other social factors. These problems aren't left at the schoolhouse door; they are part of the challenge teachers face daily. At the same time, new ideas about how to teach are prompting many teachers to revise their classroom techniques. There are also enormous new content expectations stimulated by increased attention to national curriculum standards and assessment practices. As a consequence, teaching challenges have become vastly more complex, requiring new skills and knowledge.

Teaching today demands much more than simply loving children and knowing one's subject matter well. That's just the beginning. Teachers need to find out what motivates children and then encourage them; diagnose their academic strengths and weaknesses and then enable them; and create environments in which children thrive and are empowered. It takes energy, knowledge, and commitment to be a classroom leader, and the judgments and tools of effective teaching can only be learned through rigorous training and practice. That's what teacher education is designed to accomplish.

What's involved in teacher education? How many years does it require?

To a great degree, teacher education follows requirements for licensure set down by each of the 50 state governments, the District of Columbia, and Puerto Rico. Right now, we are seeing a movement in many states to increase those requirements—for example, to require a stronger liberal arts foundation and greater knowledge of learning theory, linked to more clinical practice (student teaching) and experiences with youngsters from different social backgrounds and ethnic groups. (See Chapter 3 for more information on teacher licensure.)

For more information about the NBPTS standards, call (800) 22-TEACH or contact the Board at www.nbpts.org. Standards for what *new* teachers should know and be able to do are under development by the Interstate New Teacher Assessment and Support Consortium (INTASC). INTASC's efforts are aligned with NBPTS standards for accomplished teaching. To request more information about INTASC, call the Council of Chief State School Officers (CSSO) at (202) 336-7048, or visit their Web site at www.ccsso.org.

Currently, all states require new teachers in the U.S. to hold at least a bachelor's degree from a four-year institution. However, many teachers continue their education and today more than 50 percent have a master's degree as well. In the past, four-year programs were the norm. In recent years, a growing number of states have eliminated the undergraduate education major altogether, moving teacher education and licensure to a "fifth" or postgraduate year. Some of these fifth-year programs lead to a master's degree, which is a requirement for full licensure in more and more states. All teachers, no matter what their specialty, are expected to gain a solid foundation in the liberal arts. Those who plan to teach at the elementary level generally major in education (or in the liberal arts, with an education minor); those who plan to teach at the high school level generally major in the academic discipline they plan to teach—e.g., math, English, science, or history. Additional courses and majors prepare students for more specialized teaching assignments, such as special education, bilingual education, etc.

Teacher education programs at a glance

Teacher education programs are geared to state requirements for teacher licensure. However, while programs differ from state to state and from school to school, all emphasize three areas to different degrees:

- The liberal arts (with a focus in the curriculum area of intended specialty)
- Pedagogy (the study of how to teach)
- Field experience (observation plus practice teaching in regular classrooms)

College programs for elementary school teachers

If you are interested in teaching elementary students, here are examples of some requirements:

- In some states, students may declare an education major upon entering college; in others, students may declare an education major in their junior year, and in still others, students cannot major in education but can take education courses (sometimes called professional studies) in addition to an academic major.
- Some states are beginning to require that students take a fifth year to complete their education course work and practicum requirements.
- Some colleges may require certain SAT or ACT scores or a minimum high school grade point average, and others may require taking a special test to qualify for admission into education programs.

College programs for secondary school teachers

Secondary school teachers generally must complete a major in the subject area they wish to teach. Otherwise, requirements usually match those described for elementary school teachers, above.

Postcollegiate programs

If you already have your bachelor's degree and are interested in teaching, you have several options:

- Some nonpublic schools (independent schools) do not require a teaching license (though most prefer to hire licensed teachers). However, some of 1700 public charter schools may not require state licensure. If you wish to teach on the elementary level in an independent school, college-level courses in early childhood or developmental education are expected. (For more about teaching in nonpublic schools, please see page 96.)
- If you'd like to teach in a public school, most likely you'll need to become licensed in the state in which you'd like to teach. Many colleges and universities offer licensure programs or combination licensure/master's degrees for that purpose. More and more colleges are offering courses designed to serve individuals with full-time jobs and so are likely to have flexible or evening class schedules. (Note: In a growing number of states, you may find that a master's degree has become a prerequisite for a continuing license to teach.)
- Many states now have some kind of alternative licensure processes, designed to facilitate the passage of qualified teacher candidates into the classroom. (See pages 39-40 for more information on these programs.)

An increasing number of new teachers obtain their credentials through innovative programs approved by state departments of education, mostly designed to serve individuals seeking to enter teaching after working in other professions or to recruit candidates to fields in which there are teacher shortages. Many of these programs provide high-quality teacher preparation. Instead of waiving licensure requirements, this new breed of programs provides innovative—but time-shortened—means of meeting rigorous standards of teaching knowledge and ability. Some make professional course work available at night or on weekends; others provide internship experiences; others provide intensive supervision and mentoring on the job. Some states offer alternative certification programs that may reduce or waive licensure requirements for eligible applicants. Critics charge that by doing so, states are undercutting their own standards. According to the National Center for Education Information (NCEI), by 1998 41 states and the District of Columbia reported having some type of alternative certification program through which 80,000 persons had been licensed to teach.

The colleges and universities you are interested in can tell you more about their specific education programs; write or call their admissions offices or visit their Web sites. It's also a good idea to contact the state where you'd like to teach for a description of that state's licensure requirements (see pages 56-63 for state contacts). RNT's *Take This Job and Love It! Making the Mid-Career Move to Teaching* includes a state-by-state directory of programs and institutions that provide teacher preparation programs leading to state licensure. To order, call (617) 489-6000.

Q How can I tell if the teacher education program I'm considering is a good one?

Today, there are about 1,300 state-approved teacher education programs in the United States. Many future educators begin their undergraduate studies at local community colleges and then transfer to accredited teacher preparation programs at liberal arts colleges, state universities, and large private universities. Most programs provide courses for teaching different age groups, and include an emphasis on pedagogy, as well as on knowledge of subject matter—say, biology for secondary school teaching.

As you search for the program that will suit your own interests and needs, here are some questions you might want to ask along the way:

Questions about reputation: What do educators who have graduated from the institution say about how well it prepared them for the classroom? What kind of reputation does the institution have among administrators in the schools where you might like to teach? If possible, ask students in the program (or recent graduates) about their experience at the institution. You'll also want to consider the overall academic quality of the institution, since more than half of the courses you'll take will be outside of the education department. To comply with Title II of the Higher Education Act, as of 1998 colleges and universities with teacher education programs are required to annually gather data and report on the quality of their programs. To find out how a program fared on these "report cards," contact your state.

Questions about degrees: Does the institution offer the degree required of teachers in the state in which you want to teach? Is it an undergraduate or fifth-year program? Would you qualify for a provisional or full teaching license? Can you obtain a teaching license and then complete the master's while you're in the classroom?

Questions about the curriculum: Does the curriculum give adequate attention to preparing future teachers for increasingly diverse student populations? Do education students spend a considerable amount of time in local school classrooms with mentor teachers who are experts in their fields? Is supervised classroom experience an aspect of education courses across the curriculum, or just a one-time, culminating experience? Are these classroom experiences in one school or in a variety of settings—urban, suburban, and/or rural? How closely does the teacher education program appear to be linked to its school partners? (Look for strong, collaborative relationships.) Does the curriculum include components on teaching children who have special needs, as well as on creative and effective use of technology in the classroom?

Questions about intellectual rigor: Does the institution encourage students to think critically about ethical and political principles of teaching, as well as about the classroom practices they are learning and observing? Many teacher preparation programs have been criticized for offering insubstantial course work: you need to be sure the program you select is intellectually challenging.

Questions about faculty: Are the people teaching education courses—whether they are tenured faculty members, graduate students, or adjunct and part-time faculty—familiar with real, practical classroom issues? What percentage of the faculty has experience teaching at the precollegiate level? How much time do faculty members tend to spend in elementary and secondary school classrooms each year?

Questions about course credit and flexibility: What previous course work and/or life experiences will be accepted in lieu of program requirements? Is it necessary to be a full-time student? Are evening classes offered?

Questions about career services: Is academic advisement linked to the realities of the classroom and the job market? How extensive are the program's job placement services? What is its record in placing graduates? For how long are graduates of the program permitted to use placement services?

Questions about other opportunities to learn: What is the connection (if any) between the liberal arts courses and the professional education programs on campus? For example, can you talk with an English professor about how a course on contemporary literature would be tailored to the eleventh- or twelfth-grade level? Does the campus support the school of education with facilities, library resources, and financial aid that are comparable to other programs? Are online learning opportunities available?

Questions about program accreditation: Is the program accredited by your state and by the National Council for Accreditation of Teacher Education (NCATE)? Teacher education programs at over 500 of the more than 1,300 institutions that prepare teachers are professionally accredited by NCATE, having demonstrated that they meet rigorous national standards set by teachers, teacher educators, and professional organizations across the nation. (Some states automatically accredit NCATE-approved teacher education programs.) A new organization emerging as an alternative to NCATE is the Teacher Education Accreditation Council (TEAC), which will provide accreditation of teacher education programs by auditing evidence of what students have learned. For more information about NCATE-accredited programs, call (800) 956-7739 or visit their Web site at www.ncate.org. For information about TEAC, call (302) 831-0400 or visit their Web site at www.teac.org.

CHOOSING A TEACHER PREPARATION PROGRAM

A Checklist of Questions to Ask:

- ✓ What is the reputation of the program?
- ✓ What degrees does the program offer?
- ✓ Does the program's curriculum meet your needs? Is it rigorous enough?
- ✓ Does the program provide multiple school-based learning opportunities?
- ✓ Does the faculty really know K-12 classrooms?
- ✓ Does the program offer flexibility in terms of awarding credit for past experiences?
- ✓ Does the program offer flexibility in terms of when courses are offered?
- ✓ Does the program provide career services?
- ✓ Is the program accredited?

Finally, as classroom needs change and research leads to new ways to teach, teacher education must evolve as well. You would do well to familiarize yourself with emerging ideas in student learning and teacher education, and ask how well the institutions you're considering are beginning to incorporate these ideas.

How do I choose a college or university?

Your public or school library, guidance counselor, a local college, or any good bookstore will almost certainly have one or more of the many guidebooks on selecting a college or graduate program.

Guides to selecting a college or graduate program

American Universities and Colleges. American Council of Education. Hawthorne, NY: Walter de Gruyter. 1997. Comprehensive listing of American colleges and universities and professional education programs. Also includes information on the history of higher education and international study.

Barron's Profiles of American Colleges (23rd Edition). College Division of Barron's Educational Series. Hauppauge, NY: Barronis Educational Series. 1998. One of the most complete guidebooks, including profiles of more than 1,600 colleges.

The College Blue Book: Degrees Offered by College and Subject (27th Edition). MacMillan Publishing Company. New York, NY: MacMillan Library Reference. 2000. Well-known resource for information on institutions and degree programs in both the United States and Canada; includes financial aid sources.

The College Board Index of Majors and Graduate Degrees 2001. The College Board. New York, NY: Henry Holt. 2000. Offers a state-by-state list of institutions offering degree programs in such areas as teacher preparation, education of the deaf and hearing impaired, education of the culturally disadvantaged, educational media technology, and education administration.

Graduate Studies in Education 1999. Peterson's Guides. Princeton, NJ: Peterson's. 1999. Information on more than 7,900 programs in 43 education-related fields, as well as details on tuition, financial aid, faculty, and school services.

A Guide to College Programs in Teacher Preparation. National Council for Accreditation of Teacher Education. San Francisco, CA: Jossey-Bass Publishers. 1999. Resource for information on tuition, student enrollment, degrees offered, and noteworthy features of nationally accredited institutions that prepare teachers.

Peterson's Four-Year Colleges 2000. Peterson's Guides. Princeton, NJ: Peterson's. 1999. Popular guide to 2,000 accredited colleges and universities, including information on degree programs, athletics, and academic concentrations.

What can I do to prepare for a teacher education program?

In the words of David Imig, chief executive officer of the American Association of Colleges for Teacher Education: "Get involved. Work with children through tutoring, camp, church, synagogue, or other volunteer activities. Learn about schools and how schools work; volunteer at your local school. And talk to teachers: ask them about their workdays, their motivations in becoming a teacher, and the experiences they found most valuable in helping them learn how to teach.... I can't imagine a more exciting time to become a teacher."

Where is teacher education (and the profession) headed in the 21st century?

What do teachers need to learn in order to teach effectively? What is the best way for them to gain this knowledge? How long should this process take? How (and how frequently) should teachers be assessed to ensure the highest quality of teaching in America's classrooms?

These are among the questions being asked by educators and policymakers who are working to reform the way teachers are prepared in the United States. While the answers to these questions are still subject to debate, there is emerging consensus on the need for increased attention to:

Accountability. Recent reforms demand more accountability (greater reliance on standard setting and assessment) for the performance of students and their teachers. At the same time, teachers increasingly are gaining more control over their classrooms, schools, and curriculum. As a result, attention to the importance of high-quality teacher preparation programs is increasing as well. Licensure candidates will undergo standardized assessments of their subject matter and teaching knowledge—and of their performance in the classroom. In addition, more states will require a master's degree for full, as opposed to provisional, licensure.

Updating of antiquated methods. Many new teachers are inadequately prepared to meet the challenges of today's classrooms—and must seek opportunities to learn new teaching techniques. The profession will see more implementation of progressive strategies that work in classrooms and schools and more blending of research and practice.

Professionalization of teaching. The field will see growing impact from external agencies such as the National Commission on Teaching & America's Future (NCTAF), formed in the early 1990s to study and report on what it takes to improve teacher education and teaching. Its two reports, *What Matters Most: Teaching for America's Future*, and *Doing What Matters Most: Investing in Quality Teaching*, provide information about strategies needed to improve teaching and professional development in the United States. (To order the reports, see page 32). NCTAF's recommendations include the following:

- establish high standards for teachers that are linked to high standards for students;
- reinvent teacher preparation and professional development;
- overhaul teacher recruitment and put qualified teachers in every classroom;
- encourage and reward knowledge and skill; and
- create schools that are organized for student success.

Extended field experiences. Most teachers assert that practice teaching was the most valuable part of their preparation. In response, many teacher educators are placing greater emphasis on the clinical component of teacher preparation. A number of current reform efforts, in fact, are testing a new form of teacher education that is similar to the model used by the health care community to prepare doctors. Under this model, colleges join with school districts to form professional development schools (collaborations between and among elementary and secondary schools and colleges/universities), where teacher candidates undertake extended internships and participate with K-12 teachers and university faculty in field research on applied learning theory and classroom management.

> ***"We're not just teachers. We're trained in the program to become agents of change, not isolated in the classrooms. We continue to grow professionally."***
>
> David McKoskey, former Peace Corps volunteer trained to teach in the DeWitt-Wallace Pathways to Teaching Careers Program's Urban Teacher Corps at DePaul University in Chicago

BE40 BEST COPY AVAILABLE

WHAT DO REFORMS MEAN TO CLASSROOM TEACHERS?

In a U.S. Department of Education report, *What Really Happens in the Classroom? Instructional Practice in Elementary and Secondary Schools,* researchers found that most teachers today blend reform strategies with traditional practices in their classrooms. For instance, of 4,000 teachers interviewed, most combine traditional methods—e.g., lectures, whole-group instruction, textbooks, overhead projectors and blackboards—with progressive methods, such as individualized instruction, provision of supplementary and hands-on materials, and the use of portfolios to assess student learning.

Source: NCES, 1999

Teacher leadership roles. Educational leaders, policymakers, and teachers themselves are fast recognizing that teachers can be effective change agents and good models for children if they have roles in their school communities that go beyond the isolation of the classroom. In many districts, teachers are becoming increasingly involved in school decision making (through site-based management teams and school improvement teams), developing academic standards, mentoring new teachers, making personnel decisions, improving facilities and technology, working with community businesses and organizations to support schools, becoming leaders in the community, and becoming politically involved in educational issues. Preparation for potential leadership roles should begin during teacher education.

Stronger school-college partnerships. There is a growing belief in the importance of stronger school-college collaborations to improve the way teachers are prepared for classroom realities, and to encourage the merging of theory and practice. In addition, there is increasing interest in establishing partnerships with the private sector to improve preparation of teachers in the use of new instructional technologies.

Curbing new teacher flight. There is emerging interest in induction programs that support, assist, train, and assess new teachers in their first years of teaching. In the 21st century, university and school district partners can be expected to collaborate to ensure that novice teachers are ready to meet the challenges of today's classrooms, especially in high-poverty urban and rural neighborhoods, and are willing to make a commitment to remain on the job.

Lifelong learning. The line between preservice and in-service training is blurring, and education is becoming viewed as ongoing—a lifelong learning process that doesn't stop after college, or even graduate school. The future promises to bring more and more emphasis on professional development for teachers so they can keep up with their fields, adapt to changes in students and society, and learn about new educational techniques, theories, and emerging technologies.

What do these issues and reforms mean to you? If nothing else, they mean that over the next decade, teacher education will be a field undergoing significant change. As a potential "consumer" of teacher education programs, you will be in a position to help shape the course of their reform through the choices you make.

General information on teacher education

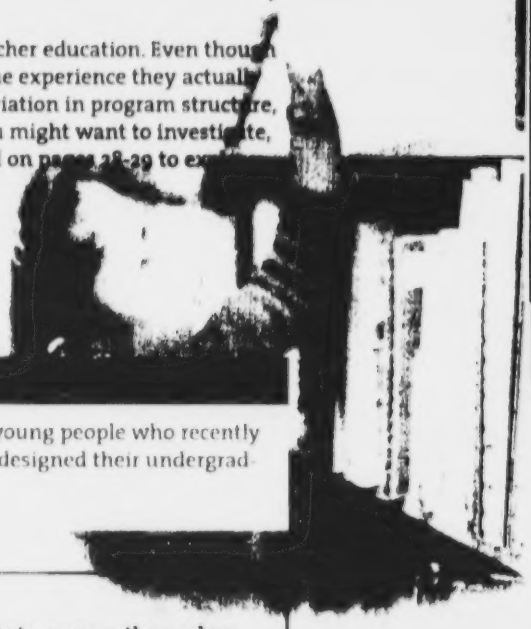
The Handbook of Research on Teacher Education. 1996. John P. Sikula, Thomas J. Buttery and Edith Guyton, editors. Macmillan Publishing Company, 201 West 103rd Street, Indianapolis, IN 46290; www.mcp.com. This handbook looks at various aspects of teacher education, including recruitment and preparation, influences on teacher education, curriculum, and new directions in the field.

Teachers for Our Nation's Schools. 1994. John I. Goodlad. Jossey-Bass Publishers, 350 Samsone Street, San Francisco, CA 94104; www.josseybass.com. Professor Goodlad's examination of teacher education in the U.S. is already a classic; his recommendations have formed the basis for notable efforts to reform teacher education programs.

What Matters Most: Teaching for America's Future. 1996. National Commission on Teaching & America's Future. Kutztown Publishing Company, P.O. Box 326, Kutztown, PA 19530; www.tc.columbia.edu/~teachcomm. The initial NCTAF report, this document has been influential in making national recommendations on teacher education reform and standards.

Three pathways to the classroom*

The sample programs described below represent three basic forms of teacher education. Even though programs within each of the three pathways may appear to be similar, the experience they actually offer to future teachers may be quite different because of widespread variation in program structure, quality, content, and focus. To identify institutions offering programs you might want to investigate, consult the resources listed on page 30. Then use the questions presented on pages 28-29 to examine the nature and offerings of each program you decide to pursue.



1 Four-year undergraduate programs

The traditional avenue for new teachers, these programs mainly serve young people who recently graduated from high school. A growing number of colleges also have redesigned their undergraduate programs to attract and serve "nontraditional" adult students.

Teacher education programs at Eastern Kentucky University

Institution	College of Education, Eastern Kentucky University
Program Description	A four-year undergraduate program that permits students to prepare themselves for teaching a broad range of curriculum areas and age groups. Programs are offered for the preparation of early elementary (K-4), middle grade (5-8), and secondary school teachers, and teachers of specific subject areas such as art, business, health, physical education, technology education, music, and special education. The programs are highly field-based and prepare students through extensive work in schools with children. All programs are fully accredited at the state, regional, and national levels.
Eligibility	All candidates for teacher education programs must meet university admission requirements in addition to those of the teacher education program. Minimum admission requirements include: a 2.5 grade point average (on a 4.0 scale) in all undergraduate course work, proficiency in written and oral communication, and adequate computer literacy skills.
Curriculum	Students begin with two required courses—Introduction to Education, and Schooling and Society—in their freshman and sophomore years. The application to the teacher education program is filed as part of the latter course. The school's teacher education programs are enriched by the presence of the on-campus model laboratory school, serving more than 700 students in nursery school through twelfth grade. All students in the education programs work with children in the lab school under faculty supervision and also work with children in local public school classrooms.

*BNT has included these programs for descriptive purposes, not necessarily as an endorsement.

2 Programs for college graduates

Many universities offer full-time postbaccalaureate teacher preparation programs designed to serve individuals who have already received a bachelor's degree—including those who are "stepping out" of a wholly different career. Some of these programs allow students to attend part-time, but not all classes are offered each semester.

Institution	University of New Hampshire (UNH) Department of Education (part of the UNH Unit for Professionals in Education)
Program description	UNH offers a Master of Arts in Teaching (M.A.T.) in elementary and secondary education. The Master of Education (M.Ed.) is offered in administration and supervision, counseling, early childhood education (including an option in special needs), elementary education, reading, secondary education, and special education. Special education certification is also available to those who complete the M.A.T. or M.Ed. programs in either elementary or secondary education. The Master of Science (M.S.) for teachers is offered through the departments of Chemistry, English, and Mathematics; the Master of Science in music education is offered through the Department of Music. Most programs are available to part-time admitted graduate students, although not all courses are offered each semester.
Eligibility	Applicants must hold a bachelor's degree from an accredited institution. Each application must include recent Graduate Record Examination general test scores and a thoughtful, well-written statement of purpose for undertaking graduate study in the education program. Individual programs within the department may have additional admissions requirements. The applicant's relevant experience, references, and professional goals are considered in the admission process.
Curriculum	Among the UNH master's programs are the Master of Arts in Teaching and Master of Education programs for those seeking teacher licensure. These programs are designed for students who have had little or no course work in education. Licensure requirements in New Hampshire that must be met as part of the master's degree program include courses in exploring teaching, educational structure and change, human development and learning, educational psychology, alternative teaching methods, alternative perspectives on the nature of education, and an internship and seminar. Elementary teacher licensure requirements also include courses in reading instruction and mathematics. All students recommended for teacher licensure receive academic preparation in working with exceptional children.

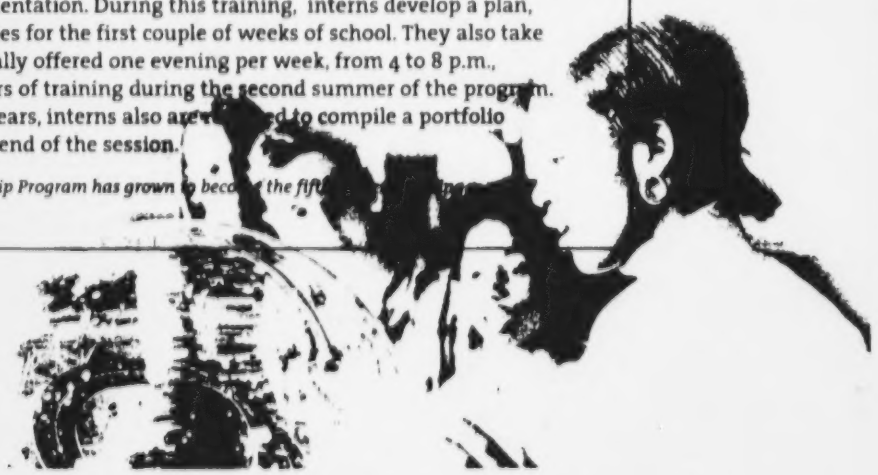
3 Alternative teacher education programs

This is a very broad, catch-all term for programs that don't fit easily into either of the other two categories. It includes postbaccalaureate programs modeled after the graduate programs in category 2, but which provide more flexible scheduling and other features designed to allow students to work while they study the practice of teaching. Alternative models include apprenticeship-style programs that put aspiring teachers to work immediately in classrooms (see example below), and so-called "emergency" programs, which may offer little in the way of solid training and are simply aimed at solving dramatic teacher shortages.

The Los Angeles Unified School District Internship Program

Institution	Los Angeles Unified School District
Program Description	This two-year internship program is geared toward individuals who do not have basic teaching credentials and who need to support themselves by working while they learn. The program, which is free of charge to students, is intended to help solve a dramatic teacher shortage in Los Angeles and allows prospective teachers to learn the practice of teaching by experiencing it firsthand in district classrooms. Interns are assigned to classrooms throughout the district, where they teach full-time with full pay and benefits. The district provides course work, guidance, and support through mentor teachers and certified district employees. Upon satisfactory completion of the internship, participants earn "clear" (full) California teaching credentials, sometimes with the Bilingual, Cross-cultural, Language and Academic Development (BCLAD) emphasis. The most successful interns are those who learn how to seek solutions from and to collaborate with their professional colleagues while they're participating in the program.
Eligibility	For those entering the elementary and special education programs, the minimum eligibility requirements include a baccalaureate degree from an accredited college or university; a diversified or liberal studies program with a "C" grade or better; passing scores in both the California Basic Educational Skills Test (CBEST) and the Multiple Subjects Assessment for Teachers (MSAT); and the ability to meet district employment standards. Those applying to the secondary education component must also have majored or minored in the subject field in which they plan to teach and passed the PRAXIS II Subject Assessments and the Single Subject Assessment for Teachers (SSAT).
Curriculum	Individuals interested in this program may apply to teach in high-demand areas such as English, mathematics, biology, physics, chemistry, and social studies (K-12). Prior to their being assigned to a classroom, new teachers must participate in 120 hours of preservice orientation. During this training, interns develop a plan, outlining their activities for the first couple of weeks of school. They also take classes that are generally offered one evening per week, from 4 to 8 p.m., and complete 120 hours of training during the second summer of the program. Throughout the two years, interns also are [illegible]ed to compile a portfolio to be evaluated at the end of the session.

Note: The LAUSD's Internship Program has grown to beco[illegible] the fift[illegible] institute in the nation.



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Online learning: It's out there—but is it good?

As is happening in many fields, teacher education now has begun to gravitate toward the Internet. Teacher candidates at virtually all levels (undergraduate and graduate) can now access courses online and emerge with fully accredited degrees.

The question is: Can online learning programs offer the same degree of interactivity, colleagueship, and community with peers and professors as their "in-class" equivalents? The jury—in teacher education and in other fields as well—is still out. But there is no question that online learning is here to stay and that its flexibility in meeting the needs of today's time-pressured learners (particularly career changers) makes it, for many, at least an option worth considering. The value of being able to proceed through a program at your own pace and in your own home is certainly compelling, provided that you're the sort of self-disciplined learner who can maintain momentum even without being part of a class cohort.

Typically, online courses use a blend of "live" teleconferenced classes, do-it-on-your-own tutorials, and e-mail communication among students and teachers. It's not something you can manage unless you're already a fairly adept technology user.

You can test your readiness for online learning through an online survey prepared by Lesley College in Cambridge, MA (www.lesley.edu/online_learning/readiness/home.html). You should also, of course, have access to fairly sophisticated computer technology, including a modem with a fast connection to the Internet.

CalState Teach offers an electronic curriculum that allows teachers working in California who have emergency permits to earn a teaching degree from the California State University system at home—through Internet, e-mail, videos, and books. For more information, visit their Web site at www.calstateteach.net.

Distance education directories

There are a number of directories available to help teacher candidates interested in online options find a program that meets their needs. They include:

Global Network Academy
www.gnacademy.org
Includes a list of international institutions of higher education, along with a brief description of their programs.

Lifelong Learning
www.lifelonglearning.com
Allows for a more focused search based on the desired subject within the program (e.g., by subject areas such as bilingual education or special education).

Masters 4 Teachers
www.masters4teachers.net
Assists users in locating colleges/universities within their state that offer master's degrees through distance learning.

Peterson's Guide to Distance Learning
www.petersons.com/dlearn/dlsector.html
Allows individuals to locate institutions that offer distance learning programs based on the degree program desired (master's, bachelor's, associate's, etc.). This site is very easy to use.

If you are a mid-career changer...

Are you thinking about changing your career to become a teacher? Many working adults in America, representing a broad spectrum of backgrounds and professions, are reexamining their careers and deciding that they want to make a difference in the lives of children. And they do well, many of them, once they enter the classroom. Mid-career adults who are properly prepared for teaching are often among the profession's most motivated and successful practitioners. They bring valuable experience from their previous occupations or parenting years that works to their advantage in a school environment.

If you are seriously considering a career change to teaching, it is important to "take stock" and think carefully about such an important life change. This section will help you organize your thoughts.

How do you decide whether to switch careers to become a teacher?

Here are a few questions to ask yourself:

Do I really want to teach?
Do I truly enjoy working with children and/or young adults? What previous experience do I have with children? When was the last time I observed or participated in a school classroom, worked as a camp counselor, supervised children in church, tutored children? Will I be able to handle discipline problems?

What would I teach?
Do I want to teach young children (elementary), older children and/or young adults (middle/high school, or even adults (adult education)? What subject or content area appeals to me? Do I have expertise in a field that lends itself to teaching? Am I willing to prepare myself for a content area or grade which I don't prefer if that's where the jobs are?

Where would I teach?
Am I willing or able to relocate for preparation, certification, or teaching opportunities? Am I willing or able to look for a job where there are many teacher vacancies (large urban or rural communities, for example)? Do I want to teach in a public or private school?

Will principals hire me?
Do I have the enthusiasm, creativity, dedication, warmth, intelligence, and caring required for K-12 teaching?

Am I prepared to make this new career transition?
How much time and/or money am I willing to invest in preparation, licensure, and/or a job search? Will I need scholarships or financial aid to complete a teacher preparation program? Am I able to stop working to go to school, or will I need to find a program that enables me to maintain a full-time job? Can I juggle family responsibilities with studying to be a teacher, serving an internship, lesson planning, and marking papers at night? Does my family understand and support my decision to teach?

You've decided to change your career to teaching—how do you prepare?

If you have thought long and hard about becoming a teacher, the next question to ask is: How will I prepare for teaching?

Should I enter a teacher preparation program or attempt to enter teaching directly, meeting licensure requirements while on the job? Have I had the course work that will qualify me to teach the subject(s) of my choice? What specific support or assistance will I need in order to participate in a preparation or licensure program, or in a job search (i.e., child care, career guidance, evening classes, flexible work schedule, etc.)?

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Preparing to be a teacher takes time—and time, for most working adults, is a precious commodity. Fortunately, mid-career changers today have a range of options that were not available even ten years ago. If you look hard enough, chances are you'll be able to find a program that offers the substance you need, with a schedule you can work around, and a payoff—a new career in teaching—that can offer the job fulfillment you seek.

In recent years, a growing number of so-called "traditional" preparation programs have been redesigned to meet the needs of adult learners. Many now offer longer-term, part-time study to allow prospective teachers to work while they go to school. Others offer flexible scheduling on weekends and evenings; internships and apprenticeships, sometimes carrying stipends; and other professional training that accommodates the lifestyles of adult learners.

The second development in teacher education for mid-career changers is a dramatic increase in the number of "alternative" licensure programs around the country. These programs are designed to expedite the licensure process for teacher candidates who already have bachelor's degrees and subject-matter expertise.

Mid-career programs have quickly become popular. No matter what type of program you choose, in the last analysis the central issue may not be one of routes but of destinations, ensuring that you are well prepared to inspire diverse learners in many different types of classroom settings. Shortcuts that miss this mark come at a price that can result in frustration and lack of success—for you and for your students.

Alternative routes into teaching

How do the alternative licensure programs work?

The answer is that they vary. Until 1990, most states simply used existing "emergency licensure" procedures, usually designed to help fill teacher vacancies in areas of chronic shortage. Most of these programs offered little in the way of coordinated support to new teachers—either before they entered the classroom or afterward.

More recently, however, states have begun to develop more comprehensive alternative programs. The best programs also fund supervision and mentoring arrangements that pair teacher candidates with experienced classroom teachers. Under these programs, prospective teachers may receive a temporary license and a classroom teaching assignment or internship following introductory course work. These programs typically require continuing course work that can vary from occasional weekend workshops to two-year teacher education programs.

Do the alternative programs adequately prepare new teachers for their responsibilities in the classroom?

Some alternative programs involve flexible but rigorous ways to meet state requirements. Many schools of education have designed master's degree programs and one-year—commonly called "fifth-year"—programs tailored to the needs of adults with a bachelor's degree seeking state licensure.

But other alternative approaches bypass licensure requirements, and that fact has led to fierce debate within the education community. Many teacher educators scorn "end runs" to licensure that lower state standards and give unprepared teachers full responsibility for classrooms while learning on the job. Advocates of alternative certification point to the bureaucratic nature of traditional licensure and complain about the poor quality of university-based teaching methods courses. Supporters of alternative programs also maintain that they represent one way to improve the overall quality of the nation's teacher workforce, by moving toward a more clinically based model of preparation and by attracting mid-career professionals who have valuable experience in other fields.

Proponents on both sides of this debate can find examples to support their claims. Some alternative programs provide a reasonable introduction to classroom practice; mix theory with that practice; and offer solid, ongoing support. However, too many alternative routes require very little preparation—perhaps a few weeks of training—and then, too often, promised mentoring fails to materialize, causing discouraged recruits to leave teaching.

Current reform measures that call for higher standards for students also demand higher standards for teachers. Alternative routes to licensure create different entry standards for teachers—some high and some low. The prospective teachers are left to choose from among them. How do you choose?

Proponents of high-quality, longer-term alternative routes to licensure and traditional teacher education programs say that professionals contemplating switching to a different field—say, medicine, architecture, engineering, or social work—expect to undergo rigorous, formal training before they can practice. So, why shouldn't career changers going into teaching do the same? Current research indicates that fully prepared teachers are most effective with students. (For more information on licensure and certification, see Chapter 3.)

DEMYSTIFYING STANDARDS

As you think about becoming a teacher, you need to decipher the talk about standards. No matter which type of teacher education program you choose, you will need to be aware of standards for:

- Teacher preparation program approval (state)
- Accreditation (national)
- Entry to a teacher preparation program
- Exit from a teacher preparation program
- Initial state licensure
- Full state licensure
- National Board for Professional Teaching Standards (NBPTS) certification

WHO TAKES THE ROAD LESS TRAVELED?

Texas has one of the most extensive systems of alternative certification programs in the nation. The state has succeeded in increasing teacher diversity in terms of race, ethnicity, and age, without sacrificing quality (as measured by the state's first "report card" of ratings of teacher preparation program graduates on state exit examinations).

	University-Based Program	Alternative Certification Program
White	73.2%	58.7%
Hispanic	21.3%	28.4%
African American	5.5%	12.9%
24 or Younger	51.5%	17.9%
25-34	31.9%	49.7%
35 or Older	16.6%	32.3%

Source: NCEI, *Alternative Teacher Certification: A State-by-State Analysis, 1998-99*

But for now, until more studies have measured the relative effectiveness of alternative and traditional preparation models, this question is one that you will have to decide for yourself. One piece of advice: regardless of the route to teaching that you choose, begin with the premise that teaching will be at least as demanding—and probably more so—than anything else you have ever done.

Q How do I find out what sort of programs my own state offers?

RNT's *Take This Job and Love It! Making the Mid-Career Move to Teaching* has information about more than 300 teacher preparation programs nationwide serving career changers. To order, call (617) 489-6000. The most complete review of alternative certification programs is published annually by the National Center for Education Information (NCEI). You can order *Alternative Teacher Certification: A State-by-State Analysis* from NCEI, 4401 Connecticut Avenue, NW, #212, Washington, DC 20008, (202) 362-3444. The report contains two- to three-page summaries of each state's requirements.

You also can request information directly from the state in which you plan to teach. The contacts and brief program descriptions listed on pages 55-63 will give you a start.

Q What are my other options if I don't have a teaching license?

You might want to consider teaching at a nonpublic school on the secondary level, especially if you have a strong background in a subject such as math or science. Nonpublic schools (and some public charter schools) may be more open to hiring a new teacher with an untraditional background, though they tend to prefer licensed teachers. If you want to teach in a private school at the elementary level, you will likely need to take some courses in child development and learning. For more information, contact the National Association for Independent Schools, 1620 L Street, NW, Washington, DC 20036-5605, (202) 973-9700; www.nais.org.

"It took me ten years, but I made up my mind to teach. I think it makes a big difference for black and white kids to see a black male in a positive light."

Glen Green, formerly a sales representative, reached the classroom as a sixth-grade teacher through an alternate route to certification.

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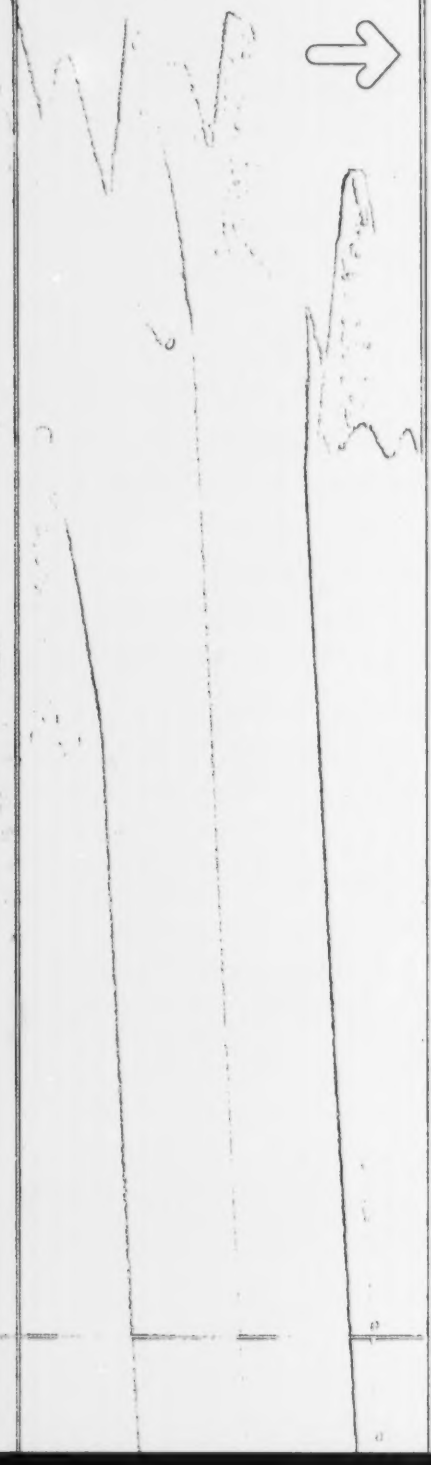
From the bar to the blackboard



DEAN SPENCER

I chose an apprentice-style teacher preparation program as the bridge to make my transition from law to teaching in part because I remember my days as a young lawyer. There's a sort of guilty feeling associated with being a professional beginner. It's almost like being a fraud: you know you aren't yet the master of your trade that you aspire to be, yet there you are, practicing, in situations where your limitations can harm the people you serve.

And yet: actual practice is the only pathway to secure experience.

So the great attraction of the apprentice program in which I enrolled was the opportunity to acquire the experience I needed under the watchful eye of a master practitioner, to be able to debrief and dissect my own performance as well as to learn from what I observed.

Professions each have their bodies of knowledge, skills, and procedures; their philosophical and social subcultures; and their areas of comparative agreement and active debate. There's the element of art, of sensitivity, and of inspiration that separates the great practitioners from the good, and the good from the merely adequate.

To my relief, I've found many similarities between the practices of teaching and the law (though there are certainly many ways in which years as a camp counselor are better preparation). There is no substitute for knowledge of the material.

Planning is indispensable, but so is the ability to abandon the plan and improvise at opportune moments. Style counts, the ability to capture and maintain attention counts, clarity and establishing expectations count. So does the ability to find that delicate balance between telling students something, and structuring the situation in such a way that they will discover or decide it on their own.

Differences between classroom and a legal office? Tone, first and foremost. We are all here for the common purpose of helping children learn, however differently we and they may perceive it. We may have difficulties, but we don't have adversaries. Even on their most challenging days, actual children are more interesting and more fun than childish adults. I laugh more, play games, and celebrate surprises. This change is both daunting and liberating; we model risk taking and the willingness to appear foolish.

Equally striking is the complexity of decision making. Though not many outside the profession are aware of it, all teachers know that they make hundreds of complex decisions daily. Even the seemingly simple matter of who you call on to answer is remarkably deep: consider the data showing boys are called on disproportionately, or that different kinds of questions are often directed to children of color. Who has already spoken today? Do they need another chance? What of the children who will not raise a hand, but love to be asked what they

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Dean Spencer graduated from the Shady Hill School Teacher Training Course in Cambridge, MA. He is the assistant director at Camp Killooleet and teaches at Buckingham Browne & Nichols School.

think? What kinds of answers are you looking for? And that only scratches the surface.

Finally, the rewards are different. We save the world at different rates. Here in the classroom, the rewards can seem small and fleeting: incremental instants in which children share their worlds and their minds. But they are more than enough for me. As fulfilling as my legal career was, rarely did it contain moments like this brief discussion between two students working together on a geography problem: "I got it!" "No, *we* got it!"

Even on their most challenging days, actual children are **more interesting** and **more fun** than childish adults.

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A pathway for transitioning military personnel

If you're currently a member of the armed forces or if you have exited one of the services after 1990, you may be eligible to become a teacher under the Department of Defense's Troops to Teachers program, which was established in 1994. Troops to Teachers is intended to 1) help military, Coast Guard, and civilian personnel working in the Department of Defense or the Department of Energy enter a new career in public education; 2) provide positive role models for public school children; and 3) help relieve teacher shortages, especially teachers of color, math, science, and male teachers; and individuals willing to teach in inner cities or rural communities.

The primary function of the program is to provide referral and placement assistance through a number of means, including state Support Offices, which have been established in 21 states. The Support Offices guide candidates through state certification requirements and provide help in identifying appropriate open positions. Interested candidates should go to the Troops to Teachers Web site (http://jobs2teach.org), contact their base Education Center, or call (800) 231-6242. For information on employment with Department of Defense Dependents Schools, visit their Web site at www.odedodea.edu/edprogram. You also should register in the Public and Community (PACS) Service Personnel Registry through the base Transition Office. PACS enables members of the armed forces to place a "mini-resume" on a network that is available to school systems throughout the country that are searching for teachers and teacher aides.

"This support system is great.... I remember what it felt like the first day, like tons of stress had been removed by just laughing with everyone and people saying how they felt."

Paraeducator-to-teacher program participant, Albuquerque Public Schools/University of New Mexico's Career Development Program

If you are a paraeducator...

If you are a paraeducator with an interest in becoming a full-fledged, licensed teacher, you're in luck. You also are in demand.

In recent years, a fair amount of attention has been paid to programs designed to recruit and prepare paraeducators (who are sometimes called teacher aides) to become full-time teachers. There are nearly 500,000 paraeducators in the country, and as a pool of potential teachers, they are of great interest to school districts (especially urban ones) needing to hire large numbers of new teachers. Many paraeducators already know the rudiments of teaching quite well; they're comfortable around students, since they have worked in school environments; may speak more than one language; and are part of the community.

What do paraeducator-to-teacher programs look like? Generally, they are designed to provide paraeducators with the flexible learning opportunities and skills they need to overcome some of the obstacles that have prevented them from advancing in the teaching profession. Specifically, they have been created in order to:

- expand the pool of potential teachers from underrepresented groups (75% of program participants tracked by RNT in the late 1990s were prospective teachers of color);
- bring mature individuals with extensive classroom experience into the teaching profession, especially in critical need areas such as special education and bilingual education;
- attract highly motivated individuals who tend to stay in the profession and foster high expectations for their students;
- make higher education more accessible, more affordable, and more relevant to the demands of contemporary life; and
- affirm the positive impact that educational and workplace opportunity programs can have on individuals and society as a whole.

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Most paraeducator-to-teacher programs offer some form of tuition assistance. Many offer financial support for books, fees, and other expenses, along with other program supports such as help in meeting state requirements; permitting student teaching to be done at the place of employment; and allowing participants credit for prior work experience. A quarter of the 129 programs identified by RNT in 1996 reported that program graduates had preference in hiring decisions.

What should you look for in a paraeducator-to-teacher program?

Financial incentives to meet family obligations. In addition to help covering the cost of tuition, fees, books, and related college/university expenses, some programs will provide child-care assistance, allow you to continue to work and collect your salary, continue to provide benefits, and create flexible time requirements.

Basic skills training to pass entrance tests. If you have been out of school for a long time, look for a program that will help you meet the college/university minimum SAT or ACT requirements for admission.

College credit for past experience. Like many paraeducators, you may have accumulated years of course work and experience. Look for a program that is flexible enough to assess and allow credit for life experience or prior learning.

Help with language skills. If you need to brush up on your English language skills, look for a program that offers a tutoring program or pre-admission course.

Mentors. Find a program that assigns experienced teachers to paraeducators to provide guidance in dealing with instructional, academic, or social problems.

Academic advising. Make sure you choose a program with good academic advising to help you fulfill college/university graduation as well as state licensure requirements.

"Students need African American role models and they want and need the structure and discipline that I can give them. I throw positiveness at them all the time."

Steve Taylor, teacher and former paraeducator, Bridgeport, CT

Valuable curriculum content. Look for a program that emphasizes cultural sensitivity and offers formal instruction on learning styles so you can build your skills at being effective with a diverse student body. And, make sure the program you choose stresses real classroom experience in addition to text-based learning.

Supplementary activities. Seek a program that provides special lectures, social events, field trips, and newsletters to enrich your experience.

Collaborative learning experiences. Find a program that emphasizes cohort building to provide emotional support, and group learning activities to develop a feeling of camaraderie among participants.

Quality supervision. Make sure your program provides adequate supervision that will give you the feedback and interaction you need to advance in your development as a teacher.

To learn more about paraeducator-to-teacher programs in your district, contact the district personnel office and colleges and universities in your area. For more information about paraeducator-to-teacher programs across the country, call (617) 489-6000 to order RNT's report, *Breaking the Class Ceiling: Paraeducator Pathways to Teaching*, which includes a directory of programs.

If you are a high school student...

If you are currently a student in high school (or even in middle or junior high school), have an interest in teaching as a career, and would like to know how you can gain some teacher-like experience before heading for college, you've come to the right place.

Your first step is to read this whole book. It'll give you useful background information on why people decide to become teachers, how they enter the profession, and what it's like once they're in a classroom. You aren't alone in wanting to know more about teaching so far in advance of actually becoming a licensed professional; in fact, more than half of all new teachers surveyed for a 1990 study said they decided on a teaching career while in high school or middle school.

Partly for this reason, more and more school districts, teacher colleges, and national organizations are working together to help high school and middle school students learn more about teaching. A recent RNT survey turned up more than 250 such precollegiate teacher recruitment programs around the country, serving more than 50,000 students. Some of these precollegiate programs are part of statewide networks of future educator clubs that have dozens of local chapters and thousands of student members.

These programs not only help to develop more teachers, but different kinds of teachers. The success of all of our education reforms depends on a more diverse, qualified, and culturally sensitive teaching force. As the nation's classrooms become more multicultural and multiethnic in makeup, teachers of color are vitally needed as role models and academic leaders for children of all racial and ethnic backgrounds. In RNT's study, precollegiate teacher recruitment programs reported that 64% of their participants were students of color. (See Chapter 4 for information about teachers of color.) To address the critical shortage of teachers of color, these precollegiate recruitment programs are motivating students of color, not only to academic accomplishment in college, but also to success as future teachers.

What the programs look like

Different precollegiate teacher recruitment programs offer different experiences. Typical activities include tutoring, apprenticing with a teacher for a day (or longer), learning how to develop and teach lesson plans, exploring different teaching styles, and attending conferences and workshops. In addition to the organizations listed below, some states, local school districts, and colleges offer similar, regional programs.

For more information about precollegiate teacher recruitment programs, call RNT at (617) 489-6000 to order RNT's report, *Teaching's Next Generation: Five Years On and Growing*, which contains a directory of precollegiate programs across the country. You also can consult the reference department at your school or local public library, and the guidance department at your school, or try contacting one of the groups listed below.

Future Educators of America /Phi Delta Kappa: This is a national federation of local and state future teacher chapters. Though the scope of these club programs differs widely, they all provide information about career opportunities in education and offer students opportunities to develop the qualities, skills, and aptitudes they will need to become successful teachers. Phi Delta Kappa also operates a summer camp/institute for prospective teachers, which brings together about 200 outstanding high school juniors from the United States and Canada who share an interest in teaching. The application deadline is late February. Contact: Assistant for Programs, Phi Delta Kappa, Inc./ Director of FEA, 409 N. Union, P.O. Box 789, Bloomington, IN 47402, (800) 766-1156.

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Summerbridge: This growing national network of summer programs offers a great opportunity for high school and college students to teach children in grades 4-8. Each program is six weeks long and is administered by the high school and college student faculty, with assistance from the Summerbridge national office in San Francisco. As of 1999, there were 39 sites across the country representing an active collaboration of over 325 public schools, 26 independent schools, 30 school districts, and two universities. The programs are designed especially to serve youngsters from urban areas. Contact: Executive Director, Summerbridge, 361 Oak Street, San Francisco, CA 94102, (415) 865-2970, or visit www.summerbridge.org.

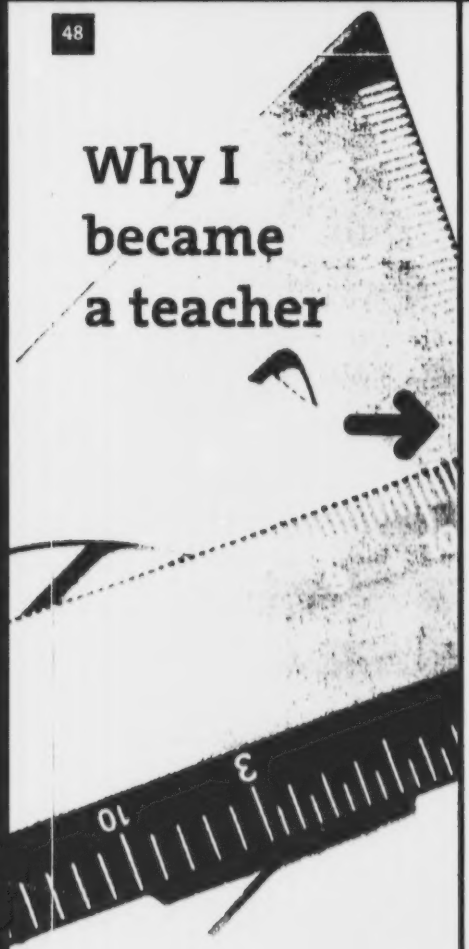
Teaching Academies and Magnet Schools: These programs offer high school students a more intensive experience. Although programs vary, all tend to give students early experience in classroom teaching and the opportunity to study and learn teaching methods. Student participants receive high school credit, and in some cases, credit through a local teacher college as well. Public magnet schools have now been established in New York City; Washington, DC; Miami-Dade; Cleveland; Columbus; Pittsburgh; Atlanta; Houston; and Los Angeles; among others. For more information, contact your guidance office or RNT at (617) 489-6000.

Doing it yourself

You may be lucky enough to live in a school district that offers a program for students interested in a teaching career. But if you don't, there are still steps you can take to learn more about teaching.

- **Start your own Future Educators of America chapter.** All you need are a few interested classmates and a teacher sponsor. Contact Future Educators of America (FEA)/Phi Delta Kappa (see information on p. 46) for details.
- **Tutor younger students.** Look for opportunities at schools, churches or synagogues, community centers, boys' or girls' clubs, YMCAs or YWCAs. Also, many local newspapers publish volunteer opportunities sections. Tutoring will not only help you decide whether you like teaching, it also will help another student and, eventually, will make you a better candidate for a teacher education program or job.
- **Work with children at a summer camp.** Consider working as a counselor at a summer camp, recreational center, or parks program. Refer to the *Guide to ACA-Accredited Camps*, published by the American Camping Association. You'll probably find it in your local library or bookstore, or contact the ACA at Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151, (765) 342-8456, or visit www.acacamps.org.
- **Attend a summer institute.** Some colleges and professional organizations offer summer programs designed to introduce high school students to teaching.
- **Talk to teachers.** Identify the most effective teachers you had in school and consider the ways they teach. Most teachers will be happy to answer questions you might have about why they chose a certain method or how they inspired a lively classroom discussion.
- **Read.** The list of books on pages 114-115 is a good start. Try your public library.

Why I became a teacher



OTIS YOUNG

It was during my junior year in high school. I was leading a class as an intern teacher—one of the activities of our Future Educators of America chapter. And I had their full attention—for algebra! Someone stopped me and said, "You know, you're doing a great job. I think you'd make a good teacher. In fact, I think you'd be *better* than the teacher."

So I thought: Okay. I can do this.

Another time, I had a guy in my class who wouldn't do any work at all. He was determined not to do any work. So I took him aside and said, "Look. If you want to be something in life, you're going to have to do your schoolwork." At first he gave me an attitude, and I was at the point of saying, okay, get him out of here . . . but then his teacher said he came back and began to do his work. Now he's doing a lot better.

And I thought: Hey. I'm making a difference.

So I've decided to be a fifth-grade teacher. I think I can make the greatest difference that way, by helping students make the transition from elementary to middle school. I think I can help these students by instilling positive values and by helping them to set (and achieve) their goals.

Now that I've made this decision, I know what to do: I'll graduate from college, get my teaching certificate, and begin my teaching career five or six years from now. But I wouldn't have been able to make that decision if I hadn't given teaching a shot—if I hadn't known what it felt like to make a difference.

Here's how you can do the same thing. If you have a Future Educators chapter at your school, join it. As a member of our club, I've been able to be a student intern and actually teach some classes. I helped teachers grade papers and write lesson plans. I've traveled to state conferences, and participated in lots of other activities as well.

If your school doesn't have a club, think about starting one. Or, just volunteer to help out your favorite teacher. Teach Sunday school. Work in day care. Even just reading to little brothers or sisters would help.

Just do me one favor. There'll be times when you'll want to quit. You'll be leading the class and the kids won't be paying attention. You'll be frustrated. You'll want to just give it all up.

Don't do it. Hang in there. Sooner or later it will pass, and one day you'll get the same feeling that I did, that you made a difference in someone's life. And when that happens, you'll know what it really feels like to be a teacher.

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Otis Young graduated from Jones High School in Orlando, FL, and served as president of the Future Educators of America national conference during his senior year. He attended Florida A&M University, where he double-majored in elementary and exceptional education.

...one day you'll get the **same feeling** that I did, that you made a difference in **someone's life**. And when that happens, you'll know what it really feels like to **be a teacher**.

a difference

Finding financial aid

The cost of attending college or graduate school can often seem an insurmountable hurdle. However, there are a number of programs designed to help you make college and graduate study affordable. Different forms of financial aid are designed to defray direct education expenses (for example: tuition, housing, and meals).

Most financial aid is targeted at undergraduate students, but some is also available for students entering graduate school—especially for low-income students, special needs students, and students entering specialized types of programs.

Types of financial aid

Loans: Most student loans must be repaid, usually at relatively low interest rates, and usually within a number of years after you graduate. For some types of loans, the government (or other lender) pays your interest while you're in school.

Forgivable loans: These loans may be forgiven if you meet certain criteria—for example, if you agree to teach in a certain state or city (or curriculum area) for a specified number of years after you graduate.

Grants and scholarships: Neither of these types of awards needs to be repaid. Grants and scholarships often are based on financial need; some awards are based on other criteria as well (for example: academic achievement).

Student employment or work-study: Under these programs, you earn financial aid by working on or off campus.

Fellowships: These programs are designed to serve graduate students; awards are based on academic achievement and/or field of study.

Internships: Some schools and school districts provide on-the-job experience, often with a reduced salary or (usually minimal) cash stipend.

Examples of all of these types of aid are discussed below.

Who qualifies for financial aid?

Financial aid is primarily based on your demonstrated need. The definition of need is the difference between your college costs and what you and your family can afford to pay, as determined by federally approved calculations. Never assume that you will or will not qualify; the process is a complex one, based on a number of considerations, including the following:

- Your enrollment status is important (i.e., you may have to register for a minimum number of credits) for some types of aid.
- Your own eligibility for financial aid also can depend on the eligibility of the institution you're attending—for example, whether the school is accredited, or the kind of program in which you are enrolling.
- You may be required to have a high school degree, to be a citizen of the United States, or to have attained a certain level of academic performance in high school or college.

Sources of financial aid

The following represents a summary of the most common financial aid programs. It does not include the thousands of other aid programs administered by college financial aid offices or offered through national or community organizations. To track down additional potential sources of financial aid, you should refer to the resources listed on page 53 ("Useful Books and Directories"), explore resources available at your school or local public library, talk to the financial aid counselors at the institution you plan to attend, or contact the appropriate agency in your state (see directory, pages 56-63.) For additional financial aid information, see Chapter 4 of this book.

• FEDERAL GOVERNMENT SOURCES

Federal Student Financial Assistance Programs are the largest source of student aid in the United States, providing 70% of all U.S. student assistance. Since 1980, an increasing percentage of federal student aid has been provided through loans, as opposed to grants. Federally funded aid programs have continually been altered due to political debate on the nature of federal aid, on legislative changes, and on budgetary reallocations. For the most up-to-date information on federal aid, order *The Student Guide* through the U.S. Department of Education. Call (800) 4-FED-AID or visit www.ed.gov.

Pell Grant: This is the largest federal student aid program, designed for undergraduates without a bachelor's degree who are attending an eligible institution at least half-time. The amount awarded is based on demonstrated need, enrollment status (full- or part-time), as well as college costs at the institution you have chosen to attend. Pell Grants (like all federal aid programs) must be reapplied for each year, through the Free Application for Federal Student Aid (FAFSA). Your eligibility for other federal aid programs is based on this form, so meeting filing deadlines is important.

Stafford Loans: There are two types of Stafford Loans: "subsidized" loans (need-based loans—the federal government pays your interest while you are still in school), and "unsubsidized" loans (not based on need—you are responsible for the payment of the interest).

Federal PLUS and SLS Loans: These forms of financial aid are available to students who are attending school at least half-time. PLUS loans are borrowed by creditworthy parents in order to pay for their dependent child's college education. Supplemental Loans for Students (SLS) are for independent, graduate, or professional (mid-career) student borrowers. Each can be used to supplement other sources of funding or replace the expected family contribution in the needs analysis. These loans are not need-based, but many colleges require that you first apply for the Pell Grant. Repayment usually begins 60 days after receiving the first payment from the lender.

Consolidated Loans: Students and parents are allowed to combine several types of federal student loans into one loan. By doing this, the repayment process is simplified, as borrowers will be required to make only one payment a month. Interest rates on consolidated loans may, in some cases, be lower than the rates being paid on multiple loans.

Perkins Loans: Undergraduate and graduate students who can demonstrate exceptional need are eligible for these loans. The Perkins loans offer a low interest rate and possible deferral of loan repayment. Priority is given to Pell Grant recipients, so apply early.

Federal Supplemental Educational Opportunity Grant Program (FSEOG): No payback is necessary. FSEOG awards are designed for undergraduates with exceptional financial need. Colleges cannot guarantee funding to every student who qualifies; applying early increases your chances.

Federal Work-Study Program: This initiative provides federal support for college work-study programs, under which students work in exchange for financial aid. You must show financial need, and many of the jobs are related to programs of study.

Special Programs: There are also special federally funded financial aid programs available for Native Americans, military personnel and veterans, and individuals with disabilities, among others.

- **STATE GOVERNMENT SOURCES**

Many states offer incentive grants based on financial need and (in some states) academic achievement, along with merit scholarships, awarded to students who have demonstrated high performance. In 1998, at least 18 states also offered some form of loan forgiveness program to students who commit to teaching in the respective state for a number of years after they become certified. For more details regarding these financial assistance programs, contact the state education agencies themselves (see listing on pages 56-63, "Getting Help from Your State").

- **COLLEGE- AND UNIVERSITY-FUNDED PROGRAMS**

Colleges, through their admissions offices, catalogs, and Web pages, are good sources of information regarding the financial assistance available from the school; the procedures and application deadlines; and the manner in which your financial need will be assessed by the school. Generally, more financial aid will be available for undergraduates than for graduate students.

- **PRIVATELY FUNDED PROGRAMS**

There are many private programs that award grants, scholarships, and low-interest loans to qualifying students. Churches and local civic, cultural, fraternal, and veterans' organizations and various other sources quite often provide financial assistance to students in their communities. Employers, labor unions, and professional associations also can be sources of tuition assistance. (See page 53, "Useful Books and Directories".)

How to apply

Applying for financial aid can be time-consuming, but it is important to work with your guidance counselor or financial aid office to search out thoroughly every channel of funding for which you might qualify—and to observe the important deadlines set by government agencies and the colleges.

Currently, colleges and universities use one or more of several different financial aid forms. You need to contact the financial aid office at the school you want to attend to be certain you are meeting its application requirements.

Forms generally should be filed as soon as possible after January 1 for entry the following September into school. Remember that funding is often distributed on a first-come, first-served basis. Remember, too, that millions of scholarships and financial aid dollars actually go unclaimed each year, simply because no qualified individual applied for them! If you need assistance to make education possible, you owe it to yourself to check out and follow up each and every potential financial aid opportunity.

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Useful books and directories

Barron's Complete College Financing Guide. Dennis, M. J. Barron's Educational Series, Inc. 250 Wireless Blvd., Hauppauge, NY 11788. $14.95. (800) 645-3476. Readable, nicely organized guide including summaries of scholarship opportunities in every state. Limited information on specific colleges.

Bear's Guide to Finding Money for College. Bear, J., Ph.D. Ten Speed Press. P.O. Box 7123, Berkeley, CA 94707. $8.95. (800) 841-BOOK. Traditional and nontraditional sources of financial aid, including very useful lists of foundations and other special award programs.

The CARE Book. Dr. Herm Davis. College Aid Resources for Education. Scholarship Resource Network, Inc., 555 Quince Orchard Rd., Suite 360, Gaithersburg, MD 20878. $29.95. (301) 670-1260. Financial aid directory of over 1,500 colleges. Thoroughly discusses the application process, relevant forms, and other essential information regarding financial aid.

College Costs and Financial Aid Handbook, 1999. The College Entrance Examination Board. College Board Publications. Department WWW, 2 College Way, Forrester Center, WV 25438. $21.95. Collection of up-to-date information on tuition, fees, and room and board costs at various colleges. Also includes estimates on the amount of financial aid reserved for undergraduates, and descriptions of the available payment plans.

Don't Miss Out: The Ambitious Student's Guide to Financial Aid. Leider, R. and Leider, A. Octameron Associates. P.O. Box 2748, Alexandria, VA 22301. $6.40. (703) 836-5480. One of the series of guides published by Octameron offering useful (and affordable) advice on financial aid. Another of these guides is *Financial Aid Financier: Expert Answers to College Financing Questions* ($3.50).

Need a Lift?. American Legion Education Program; American Legion, National Emblem Sales, P.O. Box 1050, Indianapolis, IN 46206. Offers an overview of the financial aid process and lists of scholarships not found in many other directories.

Peterson's College Money Handbook, 1999: Billions in Financial Aid. Peterson's Guides. P.O. Box 2123, 202 Carnegie Center Blvd., Princeton, NJ 08543-2123. $21.56. (800) 338-3282. Comprehensive guide to financial aid available to undergraduate college students. Includes Access Advisor software, which is helpful in determining costs and payment options.

The Scholarship Handbook, 1999. The College Entrance Examination Board. College Board Publications. Department WWW, 2 College Way, Forrester Center, WV 25438. $24.95. Multimedia handbook that allows students to search the College Board databases for available financial aid. Further details on these programs are found in the handbook, along with expert advice on investigating financial aid options and payment plans.

Commercial services

Commercial search services provide information about thousands of scholarships, including many local or regional aid programs that may not appear in the large national directories. They are listed in the yellow pages in most large cities under names such as "Scholarship Information Services" or "Scholarship Search." One of the largest search services is the National Scholarship Research Service, 5577 Sky Lane Blvd., Suite 6A, Santa Rosa, CA 95403; (800) 432-3782. (Beware: Such commercial services can charge hefty fees for information that is often already available in a good public reference library.)

Directories for specific audiences

Directory of Financial Aids for Women. Schlachter, G. A. Reference Service Press. P.O. Box 647, Richmond, CA 94808. (916) 939-9620.

Financial Aid for the Disabled and their Families. Schlachter, G. A. and Weber, D. Reference Service Press. San Carlos Industrial Park, 1100 Industrial Road, Suite 9, San Carlos, CA 94070.

Online services

www.collegequest.com Free membership service to help students and parents find information about financial aid.

www.fastweb.com Free access to a database containing information on over 400,000 scholarships. Provides extensive information on state and federal financial aid, eligibility, the application process, and much more. (Each student fills out a short questionnaire and is given a fastweb mailbox. Whenever a program fitting the user's need comes in, a message is sent to his/her box.)

www.finaid.com Free award-winning public service site that offers a comprehensive annotated collection of information about student financial aid on the Web.

www.scholarshipservices.com A service which provides information regarding the availability of financial aid. For a fee of $59.00, this National Scholarship Service assists users in locating scholarships for which they may be eligible. (Procedure is similar to that of fastweb (above).)

www.srnexpress.com Thorough information regarding eligibility, state and federal aid, and other relevant material is provided free of charge. (Again, this service follows the procedure mentioned above. However, results may be retrieved immediately.)

GETTING HELP FROM YOUR STATE:

Information about Teacher Certification, Financial Aid, and Alternative Routes to Licensure

The contact information provided here will help you find guidance regarding teaching licensure regulations, financial aid programs, and alternative certification programs in the state(s) in which you're interested in teaching. The information about alternative licensure below was provided by the National Center for Education Information (NCEI). (See page 40 for information on how to order NCEI's full report.)

Key to alternative licensure programs

Use the following classification system to learn what each state in the directory below offers in the way of "alternative licensure" programs. For more information about alternative licensure, see Chapters 2 and 3.

CLASS A: This category is reserved for those programs that meet the following criteria:

- The program has been designed for the explicit purpose of attracting talented individuals who already have at least a bachelor's degree in a field other than education into elementary and secondary school teaching.
- The program is not restricted to shortages, secondary grade levels, or subject areas.
- The alternative teacher certification programs in these states involve teaching with a trained mentor, and formal instruction that deals with the theory and practice of teaching during the school year—and sometimes in the summer before and/or after.

CLASS B: Same as Class A with one change: these states either restrict the programs to shortages and/or secondary grade levels and/or subject areas: B1—available only if shortages exist; B2—available only at the secondary level; B3—available only in certain subject areas.

CLASS C: These routes entail review of academic and professional background, and transcript analysis. They involve specially (individually) designed in-service and course-taking necessary to reach competencies required for certification, if applicable. The state and/or local school district have major responsibility for program design.

CLASS D: Same as Class C with one change: an institution of higher education has major responsibility for program design.

CLASS E: These postbaccalaureate programs are based at an institution of higher education.

CLASS F: These programs are basically emergency routes. The prospective teacher is issued some type of emergency certificate or waiver which allows the individual to teach, usually without any on-site support or supervision, while taking the traditional teacher education courses requisite for full certification.

CLASS G: Programs in this class are for persons who have very few requirements left to fulfill before becoming certified through the traditional approved college teacher education program route, e.g., persons certified in one state, moving to another; persons certified in one endorsement area, seeking to become certified in another.

CLASS H: This class includes those routes that enable a person who has some "special" qualifications, such as a well-known author or Nobel Prize winner, to teach certain subjects.

CLASS I: These states reported in 1995 that they were not implementing alternatives to the approved college teacher education program route for licensing teachers.

Information courtesy of the National Center for Education Information (NCEI).

ALABAMA
Alabama Department of Education
5201 Gordon Persons Building, 50 North Ripley Street, P.O. Box 302101, Montgomery, AL 36130-2101
(334) 242-9977; www.alsde.edu
Alternative Routes: Fifth-Year Masters Program (E); Alternative Baccalaureate–Level Approach (C); Preliminary Certificate Approach (H)
Financial Aid: Contact the Alabama Commission on Higher Education, 100 North Union Street, 7th Floor, Montgomery, AL 36130
(334) 242-1998; www.ache.state.al.us

ALASKA
Alaska Department of Education, Teacher Education & Certification
Attn: Assessment Center, 801 West Tenth Street, Suite 200, Juneau, AK 99801-1894
(907) 465-2831; www.educ.state.ak.us
Alternative Routes: University of Alaska Southeast Master of Arts in Teaching (C); (907) 465-2026
Financial Aid: Contact the Alaska Commission on Postsecondary Education, 3030 Vintage Boulevard, Juneau, AK 99801-7109
(907) 465-6740; www.state.ak.us/acpe

ARIZONA
Arizona Department of Education, Teacher Certification Unit
P.O. Box 6490, Phoenix, AZ 85005
(602) 542-4367; www.ade.state.az.us
Alternative Routes: Alternative Secondary Certificate (B2); Emergency Certificate (F); (602) 542-4367
Financial Aid: Contact the Arizona Commission for Postsecondary Education, 2020 North Central Avenue, Suite 275, Phoenix, AZ 85004-4503
(602) 229-2591; www.acpe.asu.edu

ARKANSAS
Arkansas Department of Education, Teacher Education/Licensure
Arch Ford Building, No. 4 State Capitol Mall, Room 106B, Little Rock, AR 72201
(501) 682-4344; arkedu.state.ar.us
Alternative Routes: Alternative Certification Program (B1); Probationary Provisional Certificate (D); (501) 682-5762
Financial Aid: Contact the Arkansas Department of Higher Education, 114 East Capitol, Little Rock, AR 72201-3818
(501) 371-2000; www.adhe.arknet.edu

CALIFORNIA
California Commission on Teacher Credentialing
1900 Capital Avenue, Sacramento, CA 95814-4213
(916) 445-0184; www.ctc.ca.gov
Alternative Routes: District Intern Certificate (A); University Intern Credential (D); Pre-Internship Teaching Certificate (C); Emergency Teaching Permit (F); Eminence Credential (H); Sojourn Credential (H); (916) 445-4438
Financial Aid: Contact the California Student Aid Commission, P.O. Box 419026, Rancho Cordova, CA 95741-9026
(916) 526-7590; www.edfund.org

COLORADO
Colorado Department of Education, Educator Licensing
201 E. Colfax Avenue, Room 105, Denver, CO 80203-1704
(303) 866-6628; www.cde.state.co.us
Alternative Routes: Alternative Teacher Program (A); (303) 866-6932
Financial Aid: Contact the Colorado Commission on Higher Education, Colorado Heritage Center, 1300 Broadway, 2nd Floor, Denver, CO 80203
(303) 866-2723; www.state.co.us/cche_dir/hecche.html

CONNECTICUT
Connecticut Department of Education, Bureau of Certification and Teacher Preparation
P.O. Box 150471, Room 243, Hartford, CT 06115-0471
(860) 566-5201; www.state.ct.us/sde
Alternative Routes: Alternative Route to Teacher Certification (B); Postbaccalaureate Certification (E); Cross Endorsement (G); (860) 566-4267
Financial Aid: Contact the Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326
(860)947-1800; www.ctdhe.org

DELAWARE
Delaware Department of Public Instruction
P.O. Box 1402, Townsend Building, Dover, DE 19903-1402
(302) 739-4686; www.doe.state.de.us
Alternative Routes: Delaware Alternative Route to Certification / Secondary Education (B);
Special Institute for Teacher Certification (E); Master's in Primary / K-4 or Middle Level / 5-8 Education (E);
(302) 831-3000
Financial Aid: Contact the Delaware Higher Education Commission, Carvel State Office Building,
820 North French Street, 4th Floor, Wilmington, DE 19801
(302) 577-3240; www.doe.state.de.us/high-ed

DISTRICT OF COLUMBIA
415 12th Street, NW, #1004, Washington, D.C. 20004
(202) 724-4246
Alternative Routes: Provisional Teacher Program (B); District of Columbia Alternative Certification Program:
Teach for America (B)
Financial Aid: Contact the Office of Postsecondary Education Research and Assistance,
DC Department of Human Services, 2100 Martin Luther King Avenue, SE, Washington, DC 20020-5732
(202) 727-3688; www.dhs.washington.dc.us

FLORIDA
Florida Department of Education, Bureau of Teacher Certification
Turlington Building, 325 W. Gaines Street, Tallahassee, FL 32399-0400
(850) 488-8595; www.firn.edu/doe
Alternative Routes: Temporary Certificate (D); Class Alternative (C); Add-on Programs (G); (850) 413-7928
Financial Aid: Contact the Florida Department of Education, Office of Student Financial Assistance,
124 Collins Building, 325 West Gaines Street, Tallahassee, FL 32399-0400
(850) 488-4095; www.firn.edu/doe

GEORGIA
Georgia Professional Standards Commission
1452 Twin Towers East, Atlanta, GA 30334
(404) 657-9000; www.gapsc.com
Alternative Routes: Teach for America (A); Postbaccalaureate Non-Degree Preparation Programs (D);
Postbaccalaureate Non-Degree Preparation Programs for Transitioning Military Personnel (D);
Master's Degree Level Initial Preparation (E); Provisional Certification (F); Probationary Certification (G);
Permitted Personnel (H)
Financial Aid: Contact the Georgia Student Finance Commission, 2082 E. Exchange Place, Tucker, GA 30084
(770) 724-9000; www.hope.gsfc.org

HAWAII
Hawaii Department of Education, Office of Personnel Services, Teacher Recruitment Unit
P.O. Box 2360, Honolulu, HI 96804
(808) 586-3420; www.k12.hi.us
Alternative Routes: Alternative Program for Shortage Areas (E); Respecialization in Special Education (RISE) Program (G);
Alternative Licensing Program in Special Education (E); (808) 586-3276
Financial Aid: Contact the Hawaii State Postsecondary Education Commission,
244 Dole Street, Room 202, Honolulu, HI 96822-2394
(808) 956-8213

IDAHO
Idaho Department of Education, Teacher Certification
P.O. Box 83720, Boise, ID 83720-0027
(208) 332-6800; www.sde.state.id.us/dept
Alternative Routes: Secondary Field Centered Teacher Training Program (B2)
Financial Aid: Contact the Idaho State Board of Education,
650 West State Street, Room 307, P.O. Box 83270, Boise, ID 83720-0037
(208) 334-2270; www.sde.state.id.us/osbe/board.htm

ILLINOIS
Illinois State Board of Education, Division of Professional Preparation
100 North First Street, Springfield, IL 62777-0001
(217) 782-4330; www.isbe.state.il.us
Alternative Routes: DePaul/Glenview Teacher Preparation Program (D); Teachers for Chicago (B); (217) 782-2805
Financial Aid: Contact the Illinois Student Assistance Commission, 1755 Lake Cook Road, Deerfield, IL 60015-5209
(800) 899-4722; www.isac-online.org

INDIANA
Indiana Professional Standards Board, Division of Teacher Licensing
251 E. Ohio Street, Suite 201, Indianapolis, IN 46204
(317) 232-9010; www.state.in.us/psb
Financial Aid: Contact the State Student Assistance Commission of Indiana,
150 West Market Street, Suite 500, Indianapolis, IN 46204-2811
(317) 232-2350; www.state.in.us/ssaci

IOWA
Iowa Board of Educational Examiners
Grimes State Office Building, Des Moines, IA 50319-0146
(515) 281-5294; www.state.ia.us/educate/programs/boee/index.html
Financial Aid: Contact the Iowa College Student Aid Commission, 200 10th Street, 4th Floor, Des Moines, IA 50309-2036
(515) 281-3501; www.state.ia.us/collegeaid

KANSAS
Kansas Department of Education, Division of Certification
120 SE 10th Avenue, Topeka, KS 66612
(785) 296-4073; www.ksbe.state.ks.us
Alternative Routes: Postbaccalaureate Program to Alternative Certification (D)
Financial Aid: Contact the Kansas Board of Regents, 700 S.W. Harrison, Suite 1410, Topeka, KS 66603-3760
(785) 296-3421; www.kansasregents.org

KENTUCKY
Kentucky Department of Education, Office of Teacher Education/Certification
1024 Capital Center Drive, Suite 225, Frankfort, KY 40601
(502) 573-4606; www.kde.state.ky.us
Alternative Routes: Exceptional Experience Option (A); Alternative Certification (A);
Postbaccalaureate Experimental Secondary Teacher Preparation Program (E)
Financial Aid: Contact the Kentucky Higher Education Assistance Authority, 1050 US 127 South,
Suite 102, Frankfort, KY 40601-4323
(502) 696-7345; www.kheaa.com

LOUISIANA
Louisiana Department of Education, Division of Teacher Standards, Assessment, and Certification
P.O. Box 44064, Baton Rouge, LA 70804-9064
(225) 342-3490; www.doe.state.la.us/doe/asps/home.asp
Alternative Routes: Alternative Postbaccalaureate Certification Program—Elementary Education (E);
Alternative Postbaccalaureate Certification Program—Secondary (E); Alternative Postbaccalaureate
Certification Program—Lower Elementary (E); Alternative Postbaccalaureate Certification
Program—Upper Elementary (E); Alternative Postbaccalaureate Certification Program—Special Education (E);
Temporary Teaching Assignment (F)
Financial Aid: Contact the Louisiana Student Financial Assistance Commission, P.O. Box 91202, Baton Rouge, LA 70821-9202
(800) 259-5626; www.osfa.state.la.us

MAINE
Maine Department of Education, Certification and Placement
23 State House Station, Augusta, ME 04333-0023
(207) 287-5944; janus.state.me.us/education/homepage.htm
Alternative Routes: Transcript Analysis (D)
Financial Aid: Contact the Finance Authority of Maine, 5 Community Drive, P.O. Box 949, Augusta, ME 04332-0949
(207) 623-3263; www.famemaine.com

MARYLAND
Maryland Department of Education, Division of Certification & Accreditation
200 W. Baltimore Street, Baltimore, MD 21201
(410) 767-0412; www.msde.state.md.us
Alternative Routes: Resident Teacher Certificate (A); (410) 767-0406
Financial Aid: Contact the Maryland Higher Education Commission, Jeffrey Building,
16 Francis Street, Annapolis, MD 21401
(410) 974-5370; www.mhec.state.md.us

MASSACHUSETTS
Massachusetts Department of Education, Teacher Certification Center
350 Main Street, Malden, MA 02148
(781) 388-6600; www.doe.mass.edu
Alternative Routes: Certification Review Panel (C); Waiver (F); Internship (G): (781) 388-3300
Financial Aid: Contact the Massachusetts Educational Financing Authority,
125 Summer Street, Suite 1450, Boston, MA 02110
(800) 449-6332; www.mefa.org

MICHIGAN
Michigan Department of Education, Office of Professional Preparation and Certification Services
P.O. Box 30008, Lansing, MI 48909
(517) 373-3310; www.mde.state.mi.us
Alternative Routes: Michigan's Alternative Routes to Teacher Certification (A); Emergency Permit (F)
Financial Aid: Contact the Michigan Higher Education Assistance Authority, P.O. Box 30462, Lansing MI 48909-7962
(517) 373-3394; www.treas.state.mi.us/college/mheaa.htm

MINNESOTA
Minnesota Departm[illegible] of Children, Families & Learning, Teacher Licensing
1500 Highway 36 West, Roseville, MN 55113-4266
(651) 582-8866; www.educ.state.mn.us
Alternative Routes: Alternative Preparation to Teacher Licensure Program (B); (651) 582-8833
Financial Aid: Contact the Minnesota Higher Education Services Office,
1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227;
(651) 642-0533; www.mheso.state.mn.us

MISSISSIPPI
Mississippi Department of Education, Teacher Center
P.O. Box 771, Jackson, MS 39205-0771
(601) 359-3631; www.mde.k12.ms.us
Alternative Routes: Alternate Route Provisional Certificate (B2); (601) 359-3483
Financial Aid: Contact the Postsecondary Education Financial Assistance Board,
3825 Ridgewood Road, Jackson, MS 39211-6453
(601) 982-6663

MISSOURI
Missouri Department of Education, Division of Urban & Teacher Education, Teacher Certification
P.O. Box 480, Jefferson City, MO 65102-0480
(573) 751-3486; www.dese.state.mo.us
Alternative Routes: Alternative Certification Program (B1); (573) 751-0051
Financial Aid: Contact the Missouri Department of Higher Education,
3515 Amazonas Drive, Jefferson City, MO 65109-5717;
(573) 751-3940; www.mocbhe.gov

MONTANA
Montana Office of Public Instruction, Teacher Education/Certification
P.O. Box 202501, Helena, MT 59601-2501
(406) 444-3150; www.metnet.state.mt.us
Alternative Routes: Class 5 (Provisional) Teaching Certificate (G)
Financial Aid: Contact the Montana University System, P.O. Box 203171, 2500 Broadway, Helena, MT 59620-3103
(406) 444-6570; www.montana.edu/wwwbor/docs/borpage.html

NEBRASKA
Nebraska Department of Education, Teacher Certification
P.O. Box 94987, 301 Centennial Mall South, Lincoln, NE 68509
(402) 471-2496; www.nde.state.ne.us/TCERT/tcmain.html
Alternative Routes: Provisional Commitment Teaching Certificate (G); Provisional Reentry Teaching Certificate (G); Provisional Trades Teaching Certificate (G)
Financial Aid: Contact the Nebraska Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509-5005
(402) 471-2847; www.ccpe.state.ne.us

NEVADA
Nevada Department of Education, Teacher Licensure
1820 E. Sahara Suite #205, Las Vegas, NV 89104-3746
(702) 486-6457; www.nsn.k12.nv.us/nvdoe
Alternative Routes: Nonrenewable License (G); (702) 486-6455
Financial Aid: Contact the Nevada Department of Education, Capitol Complex, 400 W. King Street, Carson City, NV 89710
(775) 687-9200; www.nsn.k12.nv.us/nvdoe

NEW HAMPSHIRE
New Hampshire Department of Education, Bureau of Credentialing
101 Pleasant Street, Concord, NH 03301-3860
(603) 271-3873; www.state.nh.us/doe
Alternative Routes: Provisional Certification Plan (A); Individual Professional Development Plan (C); Conversion Programs (E); Emergency Permission to Employ (F); Demonstrated Competencies and Equivalent Experiences (H); (603) 271-2407
Financial Aid: Contact the New Hampshire Postsecondary Education Commission, 2 Industrial Park Drive, Concord, NH 03301-8512;
(603) 271-2555; www.state.nh.us/postsecondary

NEW JERSEY
New Jersey Department of Education, Office of Licensing and Credentials
100 Riverview Plaza, P.O. Box 500, Trenton, NJ 08625-0500
(609) 984-1216; www.state.nj.us/education
Alternative Routes: Provisional Teacher Program (A); (609) 292-2045
Financial Aid: Contact the Higher Education Student Assistance Authority, 4 Quakerbridge Plaza, P.O. Box 540, Trenton, NJ 08625
(800) 792-8670; www.hesaa.org

NEW MEXICO
New Mexico Department of Education, Professional Licensure Unit
Education Building, Santa Fe, NM 87503-2786
(505) 827-6587; sde.state.nm.us
Alternative Routes: Alternative Licensure (C); Distinguished Scholar Program (H); (505) 827-6728
Financial Aid: Contact the New Mexico Commission on Higher Education, 1068 Cerrillos Road, Santa Fe, NM 87501
(505) 827-7383; www.nmche.org

NEW YORK
New York Education Department, Office of Teaching
5 Education Building, Albany, NY 12234
(518) 474-3901; www.nysed.gov
Alternative Routes: Internship Certificate (E); Temporary License (D); Alternative Completion of Requirements (G); Visiting Lecturer (H); (518) 474-6440
Financial Aid: Contact the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255
(888) 697-4372; www.hesc.com

NORTH CAROLINA
North Carolina Department of Public Instruction, Licensure Section
301 North Wilmington Street, Raleigh, NC 27601-2825
(919) 733-0377; www.dpi.state.nc.us
Alternative Routes: Modified Licensure Plan (C); Lateral Entry Provisional License (D); (919) 733-4125
Financial Aid: Contact the North Carolina State Education Assistance Authority, P.O. Box 2688 RTD, Chapel Hill, NC 27515-2699
(919) 549-8614; www.ncseaa.edu

NORTH DAKOTA
North Dakota Educational Standards and Practices Board, Teacher Licensure Office
600 East Boulevard Avenue, Bismarck, ND 58505-0440
(701) 328-2264; www.dpi.state.nd.us/dpi
Alternative Routes: Emergency (Interim) License (F)
Financial Aid: Contact the North Dakota University Systems Office, North Dakota Student Financial Assistance Program, 600 East Boulevard, Bismarck, ND 58505-0230;
(701) 328-2960; www.ndus.nodak.edu

OHIO
Ohio Department of Education, Certification and Licensure
65 South Front Street, Columbus, OH 43215-4183
(614) 466-2761; www.ode.state.oh.us
Alternative Routes: Internship Certification Program (B2)
Financial Aid: Contact the Ohio Board of Regents, State Grants and Scholarships Department, P.O. Box 182452, Columbus, Ohio 43218-2452
(614) 466-7420; www.regents.state.oh.us

OKLAHOMA
Oklahoma Department of Education, Professional Standards Section, Teacher Certification
2500 North Lincoln Boulevard, Room 212, Oklahoma City, OK 73105-4599
(405) 521-3337; sde.state.ok.us
Alternative Routes: Alternative Placement Program (C)
Financial Aid: Contact the Oklahoma State Regents for Higher Education, 500 Education Building, State Capitol Complex, Oklahoma City, OK 73105
(405) 524-9100; www.okhighered.org

OREGON
Oregon Teacher Standards and Practices Commission
255 Capitol Street, NE, Public Service Building, Suite 105, Salem, OR 97310-1332
(503) 378-3586; www.ode.state.or.us/tspc
Alternative Routes: Interim Licenses (C); License of Accomplishment (C); Troops to Teachers (C)
Financial Aid: Contact the Oregon State Student Assistance Commission, 1500 Valley River Drive, Suite 100, Eugene, OR 97401
(800) 452-8807; www.ossc.state.or.us

PENNSYLVANIA
Pennsylvania Department of Education, Bureau of Teacher Certification and Preparation
333 Market Street, Harrisburg, PA 17126-0333
(717) 787-3356; www.pde.psu.edu
Alternative Routes: Teacher Intern Program (D); (717) 787-3470
Financial Aid: Contact the Pennsylvania Higher Education Assistance Agency, 1200 North Seventh Street, Harrisburg, PA 17102
(800) 233-0557; www.pheaa.org

RHODE ISLAND
Rhode Island Department of Education, Office of Teacher Preparation, Certification and Professional Development
255 Westminster Street, 4th Floor, Providence, RI 02903
(401) 222-4600; www.ridoe.net
Financial Aid: Contact the Rhode Island Higher Education Assistance Authority, 560 Jefferson Boulevard, Warwick, RI 02886
(401) 736-1100; www.riheaa.org

SOUTH CAROLINA

South Carolina Department of Education, Teacher Education/Certification
1600 Gervais Street, Columbia, SC 29201
(803) 734-8466; www.state.sc.us/sde
Alternative Routes: Critical Need Conditional Certificate (C)
Financial Aid: Contact the South Carolina Commission on Higher Education, 133 Main Street, Suite 200, Columbia, SC 29201
(803) 737-2260; www.che400.state.sc.us

SOUTH DAKOTA

South Dakota Department of Education and Cultural Affairs, Office of Policy and Account Certification
Kniep Building, 3rd Floor, 700 Governors Drive, Pierre, SD 57501-2291
(605) 773-5470; www.state.sd.us/deca
Alternative Routes: Alternative Certification (D); (605) 773-4771
Financial Aid: Contact the Department of Education and Cultural Affairs, Kniep Building, 3rd Floor, 700 Governors Drive, Pierre, SD 57501-2291
(605) 773-3134; www.state.sd.us/deca

TENNESSEE

Tennessee Department of Education, Office of Teacher Licensing
Andrew Johnson Tower, 5th Floor, Nashville, TN 37243-0377
(615) 532-4885; www.state.tn.us/education
Alternative Routes: Interim Probationary License Type A and B (G); Interim Probationary License Type D (D); Permit to Teach (F); (615) 532-4880
Financial Aid: Contact the Tennessee Higher Education Commission, Parkway Towers, Suite 1900, 404 James Robertson Parkway, Nashville, TN 37243
(615) 741-3605; www.state.tn.us/thec

TEXAS

Texas State Board for Educator Certification
1001 Trinity Street, Austin, TX 78701-2603
(888) 863-5880; www.sbec.state.tx.us
Alternative Routes: Alternative Teacher Certification (A)
Financial Aid: Contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711-2788
(512) 483-6101; www.thecb.state.tx.us

UTAH

Utah State Office of Education, Educator Licensing
250 East 500 South, Salt Lake City, UT 84111
(801) 538-7753; www.usoe.k12.ut.us
Alternative Routes: Alternative Preparation for Teaching Program (C); Letter of Authorization (G); Eminence or Special Qualification Authorization (H); (801) 538-7779
Financial Aid: Contact the Utah Higher Education Assistance Authority, 355 West North Temple, 3 Triad Center, Suite 550, Salt Lake City, UT 84180-1205
(801) 321-7200; www.uheaa.org

VERMONT

Vermont Department of Education, Teacher Certification
120 State Street, Montpelier, VT 05620-2501
(802) 828-2445; www.state.vt.us/educ
Alternative Routes: License by Evaluation (C); Waiver (F); Transcript Analysis (G)
Financial Aid: Contact the Vermont Student Assistance Corporation, Champlain Hill, 4th Floor, P.O. Box 2000, Winooski, VT 05404
(802) 655-9602; www.vsac.org

VIRGINIA

Virginia Department of Education, Division of Teacher Education and Licensure
P.O. Box 2120, Richmond, VA 23218-2120
(804) 371-2522; www.pen.k12.va.us
Alternative Routes: Alternate Route to Licensure (A); Provisional Licensure (A)
Financial Aid: Contact the State Council of Higher Education for Virginia, James Monroe Building, 101 North 14th Street, 9th Floor, Richmond, VA 23219
(804) 225-2628; www.schev.edu

WASHINGTON
Washington Office of the Superintendent of Public Instruction, Professional Certification
Old Capitol Building, P.O. Box 47200, Olympia, WA 98504-7200
(360) 753-6773; www.k12.wa.us
Alternative Routes: Internship Program (A); Troops to Teachers Program (B); Conditional Certificate (H); Instructional Specialist (H)
Financial Aid: Contact the Washington State Higher Education Coordinating Board, 917 Lakeridge Way, P.O. Box 43430, Olympia, WA 98504-3430
(360) 753-7800; www.hecb.wa.gov

WEST VIRGINIA
West Virginia Department of Education, Teacher Certification
1900 Kanawha Boulevard East, Charleston, WV 25305
(800) 982-2378; wvde.state.wv.us
Alternative Routes: Alternative Program for the Education of Teachers (A); Permit for Full-Time Teaching–Emergency License (F); (304) 558-7010
Financial Aid: Contact the University System of West Virginia Board of Trustees, 1018 Kanawha Boulevard, E., Suite 700, Charleston, WV 25301
(304) 558-3264; www.usys.wvnet.edu

WISCONSIN
Wisconsin Department of Public Instruction, Teacher Education and Licensing
P. O. Box 7841, Madison, WI 53707-7841
(608) 266-1027; www.dpi.state.wi.us
Alternative Routes: Experimental and Innovative Teacher Education Programs (D); Permits (F); Project Select (F); Compton Fellows (F)
Financial Aid: Contact the Higher Education Aids Board, P.O. Box 7885, Madison, WI 53707
(608) 267-2578; www.heab.state.wi.us

WYOMING
Wyoming Professional Teaching Standards Board
2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, WY 82002-0190
(307) 777-6248; www.k12.wy.us/wdehome.html
Alternative Routes: Portfolio Certification (C); Temporary Employment Permit (F); (307) 777-6261
Financial Aid: Contact the Wyoming State Department of Education, Hathaway Building, 2300 Capitol Avenue, 2nd Floor, Cheyenne, Wyoming 82002-0190
(307) 777-6265; www.k12.wy.us

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Teacher licensure and certification today

When you need the services of a highly trained professional—a lawyer, a doctor, a plumber, or an electrician—you are able to presume a certain level of competence in that professional because he or she has passed an exam and received a license to practice in your state.

In the same way, licensure is the process used by states to ensure that public school teachers meet basic standards of professional expertise. Over the following pages, you'll learn about what's involved in becoming licensed as a teacher, the differences between licensure and certification, the important changes that these processes are now undergoing—and why this information is so important for you to have.

Assuring the quality of teachers

INTRODUCTION:

You may be hearing a lot these days about the so-called "standards movement" in education—higher standards for student achievement, higher standards for schools and teachers, and more accountability for the whole public education system. It's hard to find disagreement about the need for higher achievement for students. Conceptually, higher standards and more accountability for teachers ought to follow. But that's about where consensus ends.

As is the case for most professions, state governments have for years licensed public school teachers in an effort to ensure certain standards. That sounds simple enough, but many new teachers report that obtaining a license to teach was among the most discouraging hurdles they faced in joining the profession. Why? There are three main reasons:

- Licensing requirements vary significantly from state to state, and they are revised frequently. Course work required to be a high school biology teacher in one state, for example, may not be required of new biology teachers in neighboring states. Similarly, some states require prospective teachers to take a state test, while an increasing number use the new Praxis series of tests. (See page 71.) Moreover, even states requiring the same test may establish different cutoff levels for acceptable passing scores. In addition, many states have emergency licensure procedures that bypass their normal licensure requirements.

- A number of different kinds of reciprocity agreements shape the procedures teachers must go through in order to be licensed to teach in a state different from the one where they gained their original license. Some state-to-state transfers are easy, but some are much more difficult. Movement toward national standards may eventually make it easier to move credentials from state to state, but for now it can be a complicated process.

- Beyond confusion about which states and districts require prospective teachers to pass which hurdle to enter the profession, there is much debate today about whether a standardized test can effectively measure how capable a prospective teacher is likely to be. There are even fiercer debates when it comes to recertification tests—assessments required by some states in order for teachers to renew their teaching licenses.

Simply trying to navigate the licensure maze can be a bewildering experience. For example: many states use the terms "teaching license" and "teaching certificate" interchangeably. This can be confusing (both to prospective teachers and to policymakers), particularly given the growing movement toward a professional certification standard set beyond the minimum requirements of initial licensure (see box, page 66).

Nonetheless, making an effort to understand licensure is important. A teaching license ensures that you have the qualifications required to apply to and teach in public schools; it sometimes is tied to the salary you will receive; and it represents at least one kind of proof of your capacity to teach.

You will want to be sure that the teacher preparation program you select is approved by the state, at a minimum. It also may be accredited by the National Council for Accreditation of Teacher Education (NCATE), a nongovernmental, nonprofit coalition of 33 national organizations and the principal accrediting body for schools, colleges, and departments of education. NCATE provides professional peer review of schools, colleges, and departments of education and determines whether they meet high professional standards set by a national consensus of teachers, teacher educators,

and policymakers. NCATE also examines individual programs to determine whether they meet national standards set by subject-specific professional organizations (for example, the National Council of Teachers of Mathematics sets standards for math education programs). Some programs seek accreditation from the newer Teacher Education Accreditation Council (TEAC) (see page 29).

Prospective teachers will want to check on the accreditation status of the institutions they're considering attending. For more information about accreditation, visit NCATE (www.ncate.org); TEAC (www.teac.org); or contact your state education agency. (See state contact information, pages 56-63.)

Glossary

Quick: What's the difference between licensure, certification, and accreditation?

Licensure is the official recognition by a state governmental agency that an individual meets state-mandated requirements and is, therefore, approved to practice as a professional in that state. Most states require that teachers pass a licensing test. (See "Standardized Tests for Licensure," page 71.)

Certification in the education field means something more than licensure; it means qualifications beyond just those required for a license. Certification is the process by which a nongovernmental agency or association grants special professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association. For example, some colleges or programs may give certification (in other words, a "certificate") for accomplishment in a certain subject area. The nonprofit National Board for Professional Teaching Standards (NBPTS) has begun to provide advanced certification to experienced teachers who achieve a certain level of proficiency in the teaching profession.

Accreditation is the peer review process that schools, colleges, and universities undergo to determine whether an institution or program offering teacher preparation meets or exceeds professional standards of educational quality. Engineering, law, architecture, social work, psychology—all of the preparation programs in these professions are evaluated by their respective accrediting body.

What do I need to do in order to obtain a teaching license?

The most up-to-date licensure information should be available from your state education agency or from the licensure/certification office at the school of education you attend (or are planning to attend). Remember that you'll want to contact the state where you plan to teach, if that state is different from the one in which you currently reside.

Here are some of the questions you may want to ask:

- **Course Requirements:** What academic course work is required for a license in the state and subject area(s) in which you want to teach?
- **Licensing Structure:** With your background, will you receive a provisional license (allowing you to teach while you pursue further study) or a full-fledged professional license?
- **Test Requirements:** What tests must you take? When and where are they offered? What do they cost?
- **Fees:** How much will the application for a license cost?
- **Transcripts and Recommendations:** What documents must you provide? What is the deadline?

How does a state's licensure process determine what constitutes "adequately prepared to teach"?

Licensure requirements are intended to ensure minimum competence in subject area, educational methods, teaching skills, and classroom management abilities. As you might expect, there is much disagreement over what constitutes "minimum competence" and how to measure it. The variation among state requirements provides vivid testimony to that disagreement. However, there is growing interest in the establishment of national standards. Measures such as the National Board for Professional Teaching Standards' core propositions for what an experienced teacher should know and be able to do, and the Interstate New Teacher Assessment and Support Consortium's development of standards for what new teachers should know and be able to do are helping to address questions of what constitutes teacher quality. For more information, see Chapter 2, page 26.

Most states do agree on these basic requirements:

- Teachers generally must have at least a bachelor's degree; in some states a fifth year or master's degree is required. In most cases, teachers earn their bachelor's degrees at public or private colleges and universities that have been approved by the state to recommend their students for licensure. Most states will provide licensure for candidates who have completed an approved, accredited, in-state teacher education program. (They may require additional course work for candidates who were prepared in other states.)
- Most states require that teacher candidates pass an examination; some require a state-specific exam, and others require the PRAXIS or other exam(s).
- Other common requirements include completion of course work in special education, health or drug and alcohol abuse prevention, and computer education.

Is licensure all-encompassing, or is it specific to grade level or subject?

In all states, teaching licenses are approved for certain school or grade levels (elementary or secondary). In addition, licensure for secondary school teachers (and in some cases, elementary school teachers) also is awarded by subject (such as social studies or English). Once again, be aware that changes in state licensure requirements can occur from year to year. It's important to keep up to date with licensure requirements through your college's department of education, your state department of education's office of teacher licensure and certification, or the state's professional standards board.

Is licensure a one-time process or must it be updated?

Although permanent licensing was once commonplace, the education reform movement has practically swept away this practice; only a few states now have permanent or lifetime licenses. Most states now require a second-stage license, additional course work, classroom observation, and/or other professional development activities after a certain number of years. Again, each state has different licensure renewal requirements, so check with your state department of education or professional standards board for information about when a teaching license needs to be renewed in the state in which you will teach. Several states now are experimenting with teacher review through the use of portfolios—collections of materials, lesson plans, and student evaluations prepared by the teacher as evidence of competence in the classroom.

If I am licensed to teach in one state, am I automatically licensed to teach in all states?

Most likely, your teaching license will not be recognized automatically by other states. However, there is growing interest in a common basis for issuing state licenses and approving programs in order to make it easier for teachers to teach in a different state. Most licenses to teach are still granted on a state-by-state basis, but many states currently participate in a number of different reciprocal agreements. These agreements are designed to make it easier for a teacher who is licensed to teach in one state to apply for licensure in another. (See box, page 69.)

Moving across state lines

"Red tape" often hinders teachers from pursuing employment in a new state. The National Association of State Directors of Teacher Education and Certification's (NASDTEC) Interstate Certification Contract facilitates the movement of educators among the 44 states and other jurisdictions that have signed the contract.

NASDTEC offers the following advice for licensed teachers who are moving across state lines:

- Write to the director of the state agency responsible for the licensure of teachers in the state you plan to move to (see state contact information, pages 56-63).
- Include photocopies of your transcript, verification of teaching experience from your school or district, and your teaching license (if you have one).
- Explain the reasons for your interest in moving to that state and provide the approximate date of the move.
- Request a description of the state's requirements for incoming teachers with your background and credentials, along with an application for that state's initial teaching license (or temporary license pending completion of requirements for the initial teaching license). *The Manual on Certification and Preparation of Educational Personnel in the United States* is published every few years by NASDTEC. Most schools of education will have a copy on hand. To order, call (800) 228-0810, or order from the NASDTEC Web site: www.hewittco.com/nasdtec_ssl/order.tpl. If you have access to the NASDTEC manual, try to look up the requirements yourself and describe your expectations in the letter. You might also inquire whether the state charges a fee for transcript evaluation, as some do.

Some final thoughts about teacher licensure: Varied and changing licensing standards can be frustrating, particularly if you relocate frequently and must adapt to different requirements with each move. Keep in mind that the purpose of state licensure requirements is not to make it difficult for teachers to find work, but rather to ensure that instructors are prepared for classroom responsibilities. The key for future teachers is to understand and plan to meet the relevant requirements.

Q What is "temporary" or "emergency" licensure?

Some states extend temporary and emergency licenses to individuals to teach in high-need subjects, such as mathematics, science, or bilingual education, or in high-need areas such as urban schools. These licenses are usually valid for a limited period (one to three years). The expectation is that those employed under emergency provisions will either pursue regular licensure or be replaced by someone who is fully licensed. Check with your state department of education, professional standards board, and local school districts.

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What other trends in teacher licensure and certification should I be aware of?

As is the case with many—perhaps most—aspects of teaching, the process of teacher licensure is presently undergoing intensive reform. Along with the alternative routes and portfolio assessment reforms mentioned above, educators and policymakers are debating the merits of:

- Assigning responsibility for teacher assessment and licensure to independent "standards boards"—committees comprised of teachers and others that prepare and administer the standards by which each state licenses new teachers.
- Using national curriculum guidelines prepared by the disciplinary associations (such as the National Council of Teachers of Mathematics) to help measure what teachers need to know.
- Easing movement of teachers from state to state, by coordinating licensing requirements and expanding interstate reciprocity agreements.
- Putting into place formalized teacher career "ladders," whereby newly licensed teachers can work toward achieving advanced certification with consequent increases in responsibility and compensation. (See page 105 for more information.)

"The schools aren't here for the teachers. They're here for the students. They're not here for the principal, they're not here for the administrator or for the teachers, but for the students. Sometimes people lose sight of that fact."

Louis Algaze gained his Florida state teacher license through a collaborative program joining the Dade County Public Schools, University of Miami, and the local teacher organization.

Standardized tests for licensure

Most states require that new teacher candidates take the recently developed PRAXIS Series™ of tests as part of its certification process. Some colleges and universities also require that one or more of these tests be taken before admitting individuals into their teacher education programs.

The PRAXIS tests are prepared and administered by the Educational Testing Service (ETS)—the same nonprofit organization that manages the SAT and other standardized tests of this kind. The PRAXIS assessments were developed in the early 1990s to replace the NTE (National Teacher Exam).

While ETS prepares and scores the tests, each state or institution that requires PRAXIS sets its own benchmarks—that is, a passing score in one state may not be a passing score in another state. The series, which requires answers to a mixture of multiple choice and essay questions, includes the following tests:

1. **PRAXIS I: Academic Skills Assessments** are most often taken early in a teacher candidate's college career to measure basic skills in reading, writing, and math. The tests are offered in both paper and computer-based versions.

2. **PRAXIS II: Subject Assessments** are designed to measure a candidate's knowledge of the subject in which he or she is seeking a teaching license. State certification offices select tests in this series from a range of different assessments offered by ETS.

3. **PRAXIS III: Classroom Performance Assessments** are used by trained local observers to review and evaluate the performance of a novice teacher.

To find out more about the PRAXIS tests and the testing requirements in the state where you want to teach, go to ETS's "Teaching and Learning" Web site (www.teachingandlearning.org). You also can call (609) 771-7395 to request ETS's free *Tests at a Glance* booklet.

Sample questions from the PRAXIS Series™

These sample questions are reprinted from an ETS publication entitled *The PRAXIS Series: Tests at a Glance*. This set of questions is representative of those posed by the PRAXIS I: Academic Skills Assessments test.

READING

Alice Fletcher, the Margaret Mead of her day, assisted several American Indian nations that were threatened with removal from their land to the Indian Territory. She helped them in petitioning Congress for legal titles to their farms. When no response came from Washington, she went there herself to present their case.

According to the statement above, Alice Fletcher attempted to:

(A) imitate the studies of Margaret Mead
(B) obtain property rights for American Indians
(C) protect the integrity of the Indian Territory
(D) become a member of the United States Congress
(E) persuade Washington to expand the Indian Territory

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WRITING

Choose the answer that expresses most effectively what is presented in the original sentence.

As a consumer, one can accept the goods offered to us or we can reject them, but we can not determine their quality or change the system's priorities.

(A) As a consumer, one can accept
(B) We the consumer either can accept
(C) The consumer can accept
(D) Either the consumer accepts
(E) As consumers, we can accept

MATH

x	y
0	5
2	11
6	23
7	26
10	35

Which of the following formulas expresses the relationship between x and y in the table above?

(A) $y = x + 5$
(B) $y = x + 6$
(C) $y = 3x + 5$
(D) $y = 4x - 1$
(E) $y = 4x - 5$

answers:

Reading-B; Writing-E; Math-C

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TESTS FOR INITIAL LICENSURE

While the PRAXIS Series assessments are used by the largest number of states, some state education agencies require that teacher candidates take tests other than PRAXIS. Each state listed below uses the PRAXIS series tests as part of its teacher licensure process. Since requirements change with some frequency, check with your state department of education (see pages 56-63 for state contact information) for the most up-to-date test and passing score requirements for licensure in the state in which you plan to teach.

Alaska
Arkansas
California
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Indiana
Kansas
Kentucky
Louisiana
Maine
Maryland
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
U.S. Virgin Islands
Virginia
West Virginia
Wisconsin

ELEMENTARY EDUCATION*

This question refers to the following representative writing samples produced by one student as part of the writing activities in a second-grade class. The writing program in this class includes daily writing activities for all students and is based on a process writing approach to instruction.

Jan. 18

The room is messy
The room is dark theres shadow
Its' spoaky. I don't like it.
my sister is with me. were
hugin cus were sckard. Theres
toys thrown around I turd
on the lithe. I clind it up.

Jan 24

My Terrible, Herrible, No Good
Very Bad Day
In the morning I take a bath
but my sissster ruinits. She
comes and gets in with me.
The I get out and my mom
dresses her. Then Im late for
School. In the afternoon
I eat but my sisster comes
some times. at nite I to
bed at 8:30. It's 8:30 by

Feb 3.

Bank robbing
The peppie were atthe bank.
A Robber stold a million
dollers. That night was a
terrible 'night.

The next night they cot
the robber.

They saw the lisnplate.

He was in jail.

in jail intel he was a old man.

(11) List five (5) important aspects of writing/text production that the student seems to understand or be able to control.

(12) Describe two (2) ways the teacher could assist this student in the continued development of writing skills. The first example should include one or more activities that would build on the student's strengths in written expression. The second example should suggest a way for building on the student's strengths in the mechanics of writing.

* A sample from the PRAXIS Professional Assessments for Beginning Teachers in the area of elementary education—a separate test from the Pre-Professional Skills Test

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4 Opportunities for persons of color*

merica has always been a diverse society. In the future, we will be even more so. While America's school-age population is becoming more multicultural and multi-ethnic in makeup, its teaching workforce reflects a trend in the opposite direction.

That's one reason why, today, the need for teachers of color in the United States has reached critical proportions. Teachers of color make up around 14% of all current K-12 teachers in the United States. However, children of African American, Hispanic and Latino, Asian, and Native American descent make up one-third of the student population, and that figure is rising.

Our schools urgently need teachers of color for several reasons: to serve as role models for children of all ethnic and cultural backgrounds, to bring the perspectives of diverse life experiences to the challenges of teaching and learning, and to create school communities that reflect the values of our pluralistic society. In response to this challenge, a wide range of efforts has emerged to help individuals of color begin successful careers in teaching. This chapter of *How to Become a Teacher* describes some of these efforts and profiles some teachers of color who have found deep satisfaction in their chosen career.

*In *How to Become a Teacher*, the term "persons (or people, teachers, students) of color" in most instances is used to refer to African Americans and other black individuals, Native Americans, and people of Hispanic or Asian descent. While terminology is still a matter of some debate, the term "minority" ignores the fact that in some areas of the country, persons of color in fact now represent the majority of the population.

The need for teachers of color

INTRODUCTION:

Why is diversity in the teaching ranks important? At a very basic level, schools help shape children's attitudes toward others. For many children, schools provide an introduction to community roles and responsibilities beyond those provided by families, places of worship, and neighborhoods. The quality, diversity, and cultural sensitivity of teachers are essential ingredients in learning communities in which children can thrive—and that adequately prepare children for life in the 21st century.

Moreover, teachers not only shape the attitudes and experiences of their students, but those of their professional colleagues as well. Good teachers learn from and depend upon the sensitivities and experiences of other teachers. A diverse teacher workforce brings insights gleaned from different life experiences, interests, and expertise to the challenges of teaching and the needs of learners.

Teachers have traditionally held a position of high esteem in communities of color. For African Americans, education historically has been a doorway to professional, social, and economic opportunity, and teachers hold the key that unlocks that door. Teachers—*los maestros*—also are highly regarded in Latino cultures, and the same is true for Asian and Native American cultures as well.

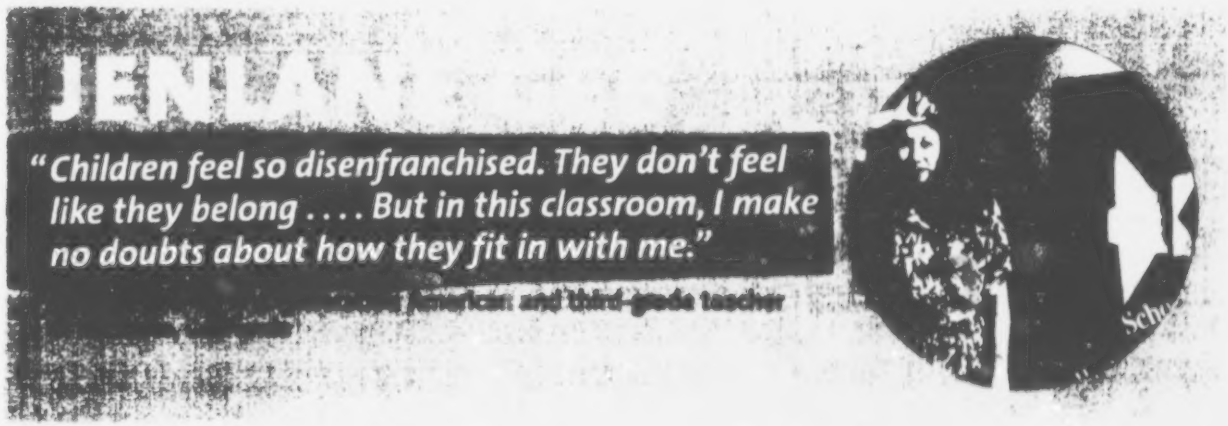
So why the growing shortage of teachers of color?

The answer is a complicated one. In fact, there is not one answer to that question, but many that explain the possible reasons for the shortage of teachers of color:

- **Other career opportunities:** Discrimination once restricted professional employment opportunities for persons of color (and women) in the U.S. to relatively few options (including teaching, government service, nursing, and social work). However, today there are far fewer barriers to opportunity, and *all* Americans can pursue a much wider spectrum of professions. According to the American Association for Colleges of Teacher Education, even though schools, colleges, and departments of education report an increase of racial/ethnic and linguistic diversity since 1989, many individuals of color are not choosing teaching as a career (see box, page 77). The current teaching force is actually less diverse than it has been in decades.

"The demographic mismatch between students and teachers has reached the point that there is a good chance some children might go through 12 years of public education without meeting a teacher from their same ethnic or racial group."

Pathways: *Recruiting, Preparing and Retaining Teachers for America's Schools*, The DeWitt Wallace-Reader's Digest Fund, 1997


"Children feel so disenfranchised. They don't feel like they belong . . . . But in this classroom, I make no doubts about how they fit in with me."

- **Teacher testing:** Some feel that inequities in the education of teacher candidates of color (especially during their precollegiate years) and cultural biases of standardized tests have led to lower scores on teacher licensing tests, which are increasingly being used by states and school districts to measure projected teaching effectiveness.
- **Dissatisfaction with teaching:** The challenges that discourage any individual from entering the profession (low pay, the perception of poor working conditions, and lack of prestige) have had the same impact upon prospective teachers of color.

What is being done to reverse these trends? Over the past decade, the most significant development has been the realization (among educators and policymakers at the state and federal levels) that the issue of diversity in the teaching ranks has important ramifications for achieving the nation's social, economic, and educational goals. A wide range of programs has been developed in response, falling roughly into the following categories:

- Targeted recruitment programs for students of color, ranging from college-based efforts to national campaigns, such as those launched by Recruiting New Teachers, Inc. (publishers of this book).
- Financial incentives, including scholarships and "forgivable" loans, to attract talented students of color to teaching.
- Establishment of programs designed to reach students of color while they are in high school or middle school.
- Comprehensive approaches to teacher education designed to overcome poor academic preparation for those who attended under-resourced secondary schools.
- Innovative pathways into teaching, such as programs providing preparation for college-trained personnel leaving the military, or offering special career ladders to unlicensed teacher aides.

THOMAS FLEMING

"The greatest reward I find in teaching is the hope I feel when students begin to change."

If you are a person of color, the resources on pages 80-83 will help you locate programs in your state that can help you enter the teaching profession. You also can contact your school guidance office, local college of teacher education, state education agency, or professional standards board (see state contacts, pages 56-63) directly to learn about new initiatives and additional resources. It will take effort and dedication to determine which program will best meet your needs. Just remember: teaching combines service with opportunity. When you make a difference in a child's life, you shape a better future for us all. Few professions offer that kind of impact and satisfaction.

Note: If you are not a person of color, the information in this chapter will give you a better understanding of the need to create a more diverse teacher workforce. Seek out opportunities to student teach with children and work with colleagues of different ethnic backgrounds. Learn how a culturally sensitive diverse group of teachers can better serve all of America's children today and tomorrow.

AMERICA'S GREAT CITY SCHOOL DISTRICTS WANT YOU!

Most of the 57 member districts of the Council of the Great City Schools, representing the nation's largest cities, have put a number of special programs in place to attract qualified teaching candidates. The majority of these districts report an immediate need for teachers of color. Collectively, children of color make up 69% of student enrollment, while 38% of their teachers are people of color. Recruitment strategies for attracting the teachers they need include:

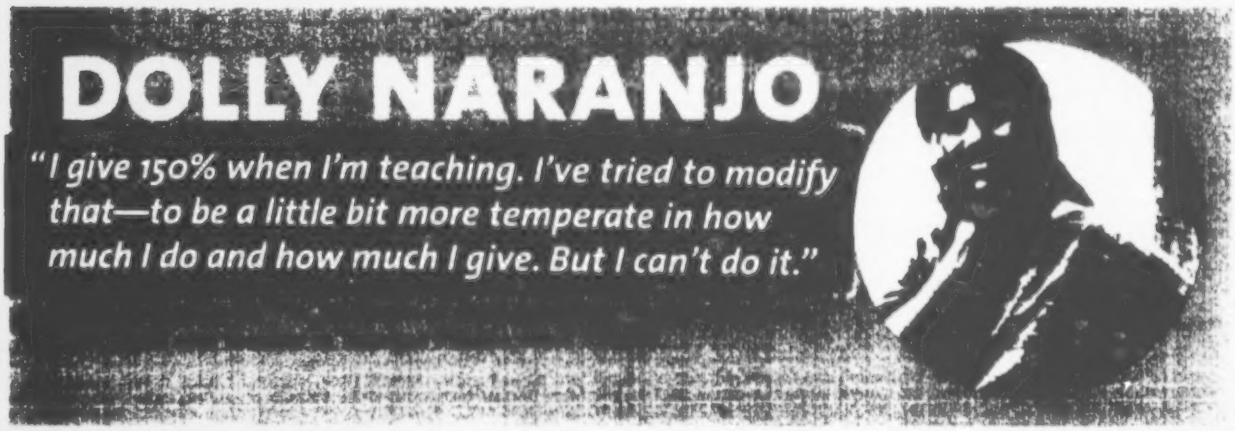
Strategy	Percent of Great City Districts
Provide guidance and information about teacher credentialing	85%
Offer induction/support programs	67.5%
Offer alternative certification routes	65%
Sponsor job fairs	65%
Offer on-the-spot contracts	62.5%

Source: Recruiting New Teachers, Inc. and the Council of the Great City Schools, *The Urban Teacher Challenge*, 2000

PRESENCE OF PEOPLE OF COLOR IN K-12 SCHOOLS

*64%	Caucasian students
36%	Students of color
**86%	Caucasian teachers
14%	Teachers of color
***80%	Caucasian teachers-in-training
20%	Teachers of color in training

Source: *and following: NCES, *Condition of Education*, 1999
**and following: U.S. Dept. of Education, *Promising Practices: New Ways to Improve Teacher Quality*, 1998
***and following: AACTE, *Teacher Education Pipeline IV*, 1999


DOLLY NARANJO
"I give 150% when I'm teaching. I've tried to modify that—to be a little bit more temperate in how much I do and how much I give. But I can't do it."

Giving hope

JACKIE STANLEY

As an African American teacher, I have the unique opportunity to lead by example, and to help my students learn that people of all colors can play a role in making this world a better one. What excites me the most is the chance to share my knowledge and experience with others, and the chance to make an important statement about the determination and strength of people of color.

I grew up in South Carolina, where I attended segregated black schools. One of my teachers told me about a program in Iowa where I could live with a family and finish my last three years of high school. Ms. Cooper saw it as a key that might open the door to a better education than what I could find back then in South Carolina. I trusted her opinion, and at age 15 I packed my bags and set off on the three-day bus trip to Iowa, where many people had never met a black person before.

I wondered if I had lost my marbles.

But, the longer I stayed, the more I understood that I could not blame these people for their misconceptions. Rather, I had to blame their ignorance. No one had given them the key to understanding someone so different from themselves.

And I realized I had a rare opportunity —the opportunity to teach. I had been given a gift—my education—and I saw that I could use this training to help fight ignorance and prejudice among people of all races. I could show my students what really mattered: not the color of my skin (or my last name, or the way I talk), but how much I cared, and how well I could teach.

It wasn't easy, but three years later I graduated from high school. As I walked across the stage to receive my diploma, my mom cried and my Iowan friends gave me a standing ovation. I knew then that I had been given a mission to teach, and to help other young people acquire their own key to reaching the stars.

As any teacher will tell you, helping a student along this journey is a thrilling and rewarding experience. Recently, I worked with a program designed to help encourage young people of color to consider a career in teaching. At the end of one year of the program, we asked the students who participated to tell us what it had meant for them, and one young man answered, "Now I know there's a future, and I know that it will be good."

That's our responsibility as teachers: to give kids hope for a future. It's also our greatest joy.

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Jackie Stanley served as teacher-in-residence at the South Carolina Center for Teacher Recruitment, where she headed the Center's Pro-Team Program, designed to encourage middle school students to consider a career in teaching.

for a future

What **excites me** the most . . .
is the chance to make an important statement about the **determination** and **strength** of people of color.

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RESOURCES

SCHOLARSHIPS AND LOAN PROGRAMS

The following are some examples of scholarship and loan programs, many of which may include a goal of diversifying the teacher workforce. For the most up-to-date information, check with your school, the federal government (1-800-4-FEDAID; www.ed.gov), or the state education agency in the state in which you want to teach. (See pages 56-63 for state contact information.) For additional information about financial aid, see chapter 2 of this book.

STATE-SPONSORED PROGRAMS

Please note that some state scholarship and loan forgiveness programs are dependent upon yearly renewal of their funding appropriation. Some forgivable state scholarship programs will permit students to forgo repaying loans in exchange for a specified number of years of teaching service in that state, often in a particular type of school district. The fact that programs are "on the books" as passed legislation does not necessarily mean that they are now funded by the state. Again, check with your state education agency for the most current information.

Maine: The Educators for Maine Program is open to all who are planning to pursue a career in education. Up to $3,000 per year is awarded to full-time undergraduates and up to $1,500 to postbaccalaureate students. These loans may be renewed each year. They may also be forgiven if the recipient enters the teaching profession in a Maine public school upon graduation. For further information, contact the Education Assistance Department at 1 Weston Court, 119 State House Station, Augusta, ME 04333, (800) 228-3734; or visit www.famemaine.com/greenbk/programs.htm.

Maryland: Through the Maryland HOPE Teacher Scholarship Program, full-time college seniors and graduate students participating in studies leading to a career in education are given financial assistance (in the amount of $3,000). In return for this aid, recipients are required to begin full-time employment in a Maryland public elementary or secondary school within a year of their graduation. For further information, contact the Maryland State Scholarship Administration at 16 Francis Street, Annapolis, MD 21401, (410) 974-5370; or visit www.mhec.state.md.us/SSA/hope.htm.

New Mexico: The Albuquerque Educational Assistants Association has created a Career Development Program designed to help educational assistants become fully licensed teachers. This program provides participants with leave time from their jobs and financial assistance to compensate for the loss of income and the increase in expenses (college tuition, books). Awards of $5,000 per year are given to candidates who have worked as teacher aides for at least three years. Note: In recent years, people of color have constituted about 54% of those participating in this program. For more information, contact AEAA at 8009 Mountain Road Place, NE, Albuquerque, NM 87110, (505) 266-6638; or visit www.ed.gov/pubs/Paraprofessionals/albuq.html.

New York: Individuals participating in the Bilingual Pupil Services Program teach four days a week while attending regular training sessions and workshops. They also are required to complete at least six college credits per semester as they work toward earning their teacher credentials. College expenses are paid for by the Board of Education. For more information, contact the Bilingual Pupil Services Program, New York City Board of Education at 131 Livingston Street, Brooklyn, NY 11201, (718) 935-3913; or visit www.ed.gov/pubs/Paraprofessionals/newyork.html.

Ohio: Sponsored by the Cleveland Board of Education and the Cleveland Teachers Union, the Career Ladder Program is designed for paraprofessionals who work in elementary and secondary classrooms. Participants may request a paid leave of absence as they take college courses leading to a degree in education/teacher certification. Financial awards may amount to $1,000 per year. For more information, contact Room 511 - Classified Personnel Division, Cleveland Board of Education at 1380 East Sixth Street, Cleveland, OH 44114, (216) 574-8275; or visit www.ed.gov/pubs/Paraprofessionals/cleveland.html.

Wisconsin: Through the Wisconsin Higher Education Aids Board (HEAB), the state offers two programs for teacher candidates of color. These loans ($2,500 per year), the Minority Retention Grant and the Minority Teacher Loan Program, may be forgiven if participants teach in eligible school districts. Students may apply for these loans through their school's financial aid office. For more information, contact HEAB at P.O. Box 7885, Madison, WI 53707, (608) 267-2206; or visit www.heab.state.wi.us/programs.html.

OTHER STATE PROGRAMS

Alaska: The Alaska Teacher Scholarship Loan Program. Phone: (800) 441-2962. Web site: www.state.ak.us/acpe.

Indiana: The Indiana Minority Teachers Scholarship Fund. For more information, contact your state college or university financial aid office. Web site: www.state.in.us/ssaci/m-teach.html.

Kansas: The Kansas Teacher Scholarship. Phone: (785) 296-3517. Web site: www.ksbe.state.ks.us/infomark/recognition.html.

Michigan: The Tuition Waiver for Native Americans. For more information, contact your state college or university financial aid office. Web site: www.mi-studentaid.org/index2.html.

Missouri: The Missouri Minority Teaching Scholarship. Phone: (573) 751-1191. Web site: www.dese.state.mo.us/divurbteached/scholarships.

Oklahoma: The Oklahoma Future Teachers Program. Phone: (405) 524-9100. Web site: www.okhighered.org.

Virginia: The Virginia Teaching Scholarship Loan Program. Phone: (804) 371-2522. Web site: www.pen.k12.va.us/VDOE/newvdoe/vtslp.htm.

Wyoming: The Douvas Memorial Scholarship. Phone: (307) 777-7168. Web site: www.k12.wy.us/awards/index.html#douvas.

FEDERAL AND PRIVATE PROGRAMS

American Indian College Fund: The Fund provides scholarships and grants to those of Native American descent who attend tribal colleges. For more information, contact the Fund at 111 Osage Street, Building D, Suite 25W, Denver, CO 80204, (303) 892-8312; or visit www.collegefund.org.

Andover Institute for Recruitment of Teachers: This intensive four-week program targets college juniors of color who want to teach at the high school or college level. Through workshops, discussions, papers, and other activities, students are encouraged to pursue a graduate degree. In recent years, about 90% of the participants in this program have received full-tuition waivers and partial-to-full fellowship funding for up to six years of graduate study. For more information, contact the Institute for Recruitment of Teachers at Phillips Academy, Andover, MA 01810, (978) 749-4110; or visit www.andover.edu/irt/home.htm.

Florida Atlantic University: This university provides financial awards of varying amounts to graduate and undergraduate students of color. For more information, contact the Student Financial Aid Office, 777 Glades Road, Boca Raton, FL 33431, (561) 297-3530; or visit www.fau.edu/student/fin_aid.

Ford/UNCF Second-Chance Teachers Program: These special programs are offered to professionals who are thinking about entering the field of teaching. Active and separated uniformed and civilian military personnel are particularly targeted. For more information, contact the United Negro College Fund at 8260 Willow Oaks Corporate Drive, Fairfax, VA 22031, (800) 331-2244; or visit www.uncf.org.

Hispanic American Commitment to Education Resources (HACER) Scholarship Program: The HACER Awards Program, sponsored by the McDonald's Corporation and the Ronald McDonald House Charities, is one of the leading undergraduate scholarship initiatives in the country. HACER scholarships are awarded to talented Hispanic high school seniors who plan to matriculate to an institution of higher education. For more information, contact the HACER Scholarship Program at Public and Community Affairs, McDonald's Corporation, Kroc Drive, Oak Brook, IL 60523, (800) 736-5219; or visit www.mcdonalds.com/countries/usa/community/education/scholarships/hacer/hacer.html.

Jackie Robinson Foundation: This foundation offers comprehensive financial support services to minority students who are enrolled in institutions of higher education. For more information, contact the Foundation at 3 West 35th Street, 11th Floor, New York, NY 10001, (212) 290-8600; or visit www.jackierobinson.org.

Mellon Fellowships for Minority Teachers: The Mellon Foundation provides a variety of fellowships and support for future teachers. For further information, contact the Mellon Fellowships for Minority Teachers Program at The Mellon Foundation, 140 East 62nd Street, New York, NY 10021, (212) 838-8400; or visit www.mellon.org.

National Achievement Scholarship Program: This scholarship program gives monetary assistance to academically outstanding African American high school students. For more information, contact NASP at 1560 Sherman Avenue, Suite 200, Evanston, IL 60201-4897, (847) 866-5100.

National Hispanic Scholarship Fund (NHSF): Based in San Francisco, this organization is dedicated to providing financial assistance to undergraduate and graduate students of Hispanic descent. Recipients of these scholarships are not required to attend any specific college or major in any particular field. For more information, contact NHSF at 1 Samsone Street, Suite 1000, San Francisco, CA 94104, (877) 473-4636; or visit www.hsf.net.

National Urban League (NUL) Scholarship Programs: NUL offers several League-affiliated scholarship opportunities targeted particularly toward minority students who plan to pursue an undergraduate or graduate program. For more information, contact NUL at 120 Wall Street, New York, NY 10005, (888) 839-0467; or visit www.nul.org/scholarships.html.

Tomás Rivera Center: This public policy group that focuses on the concerns of Chicanos and Latinos has launched a pilot program to increase the number of Hispanic teachers in the Southwest. One of the main programs features alternative certification through an accelerated district internship. For more information, contact the Center at 241 East 11th Street, Steele Hall, 3rd Floor, Scripps College, Claremont, CA 91711-6194, (909) 621-8897; or visit www.trpi.org.

United Negro College Fund: UNCF offers information on scholarships available to people of color. For more information, contact UNCF at 8260 Willow Oaks Corporate Drive, Fairfax, VA 22031, (800) 331-2244; or visit www.uncf.org/index.htm.

U.S. Bureau of Indian Affairs: The Bureau offers about 15,000 annual scholarships to candidates who are at least one-quarter American Indian, Eskimo, or Aleut, are members of tribes served by the Bureau, and who demonstrate financial need. For more information, contact the Office of Indian Education at 400 Maryland Avenue, SW, Washington, DC 20202-6335, (202) 260-3774; or visit www.oiep.bia.edu.

U.S. Hispanic Chamber of Commerce Scholarship: Awards are given to Hispanic students who are enrolled in an accredited college, university, community college, or vocational school. Scholarship recipients are chosen based on their academic achievements, personal contribution to the Hispanic community, and financial need. For further information, contact the Scholarship Program at the U.S. Hispanic Chamber of Commerce, 1019 19th Street, NW, Suite 200, Washington, DC 20036, (202) 842-1212; or visit www.ushcc.com.

GENERAL DIRECTORIES

The Black Student's Guide to Scholarships: 700+ Private Money Sources for Black and Minority Students (5th edition). Beckham, B. (Ed.). Lanham, MD: Madison Books. 1999.

Financial Aid for African Americans 1999-2001. Schlachter, G.A. and Weber, R.D. (Eds.). El Dorado Hills, CA: Reference Service Press. 1999.

Financial Aid for Asian Americans 1999-2001. Schlachter, G.A. and Weber, R.D. (Eds.). El Dorado Hills, CA: Reference Service Press. 1999.

Financial Aid for Hispanic Americans 1999-2001. Schlachter, G.A. and Weber, R.D. (Eds.). El Dorado Hills, CA: Reference Service Press. 1999.

Financial Aid for Native Americans 1999-2001. Schlachter, G.A. and Weber, R.D. (Eds.). El Dorado Hills, CA: Reference Service Press. 1999.

The Higher Education Moneybook for Women & Minorities. Bruce-Young, D. Washington, DC: Enterprises Intl. Inc. 1996.

Minority Funding Set 1999-2001. Schlachter, G.A. (Ed.). El Dorado Hills, CA: Reference Service Press. 1999.

The Minority and Women's Complete Scholarship Book. Student Services L.L.C., Inc. Naperville, IL: Sourcebooks Trade. 1998.

1999 Minority Guide to Scholarships and Financial Aid. Tinsley Communications, Inc. Hampton, VA: Tinsley Communications. 1999.

All of the above publications are available through amazon.com and other online booksellers. For additional information, online directories, or guides to financial aid, see pp. 48-51 in Chapter 2. The following may also prove useful in your search for aid:

Congressional Hispanic Caucus Institute: CHCI provides a free scholarship search to Hispanic students, from a database of 200,000 Hispanic-specific financial aid resources. Web site: www.chci.org/ programs/scholar.htm.

Diversity Student Services: Financial Opportunities Specifically for African Americans: The site offers information on scholarships available to African Americans. It also provides links to other sites containing further details on financial aid for minorities. Web site: www.nmu.edu/www-sam/multicul/Aidafro.htm.

Grants for Minorities: This Web site provides a list of available scholarships and grants designed specifically for people of color, along with the relevant contact information. Web site: www.lib.msu.edu/harris23/grants/3specpop.htm.

Minority Online Information Service: MOLIS is a service of the Federal Information Exchange that provides information about minority institutions and includes a database of scholarship and fellowship opportunities for minority students. Web site: www.sciencewise.com/molis.

FEDERAL PROGRAMS FOR STUDENTS OF COLOR

For information on these programs, contact your state department of education (see pages 56-63) or the financial aid office of the college or university you attend or to which you are applying. You can also receive general information, which is updated monthly, by calling the toll-free hotline, 1-800-4-FED-AID or by visiting www.ed.gov/programs.html.

Federal Fellowship Programs: A number of different federal programs provide funds to institutions of higher education to help prepare undergraduate students for graduate school and to provide direct financial assistance to graduate students. One example is the Graduate Assistance in Areas of National Need program.

Special Programs for Disadvantaged Students (TRIO): The federal TRIO programs are designed to encourage qualified individuals from disadvantaged backgrounds to attend college or pursue graduate studies. They include (among others) the Upward Bound, Talent Search, and Educational Opportunity Center programs, which provide guidance to students before entering college; and the Ronald McNair Postbaccalaureate Achievement program, designed to help qualified college students prepare for graduate study.

The Teacher Loan Forgiveness Provision of the Higher Education Act, passed by Congress in 1998, allows borrowers of federal student loans to have those loans forgiven (up to a maximum of $5,000) if they teach for a period of five consecutive years in high-poverty schools.

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Finding a job in teaching

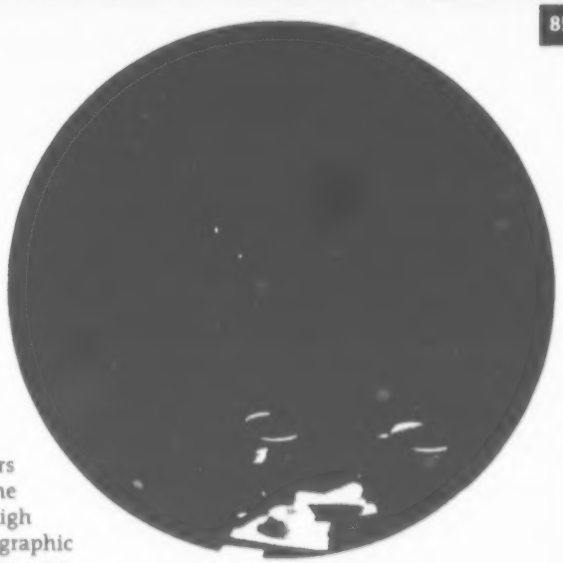
5

Like teaching, the process of identifying and applying for teaching positions requires knowledge, research, organizational and interpersonal skills, determination, creativity, and patience.

Lots and lots of patience.

Yet, just as the most highly skilled, hard-working teachers derive great personal satisfaction from helping a child grow, it is the well-organized and determined job seekers who will be among those rewarded with a fulfilling, satisfying start to a new career.

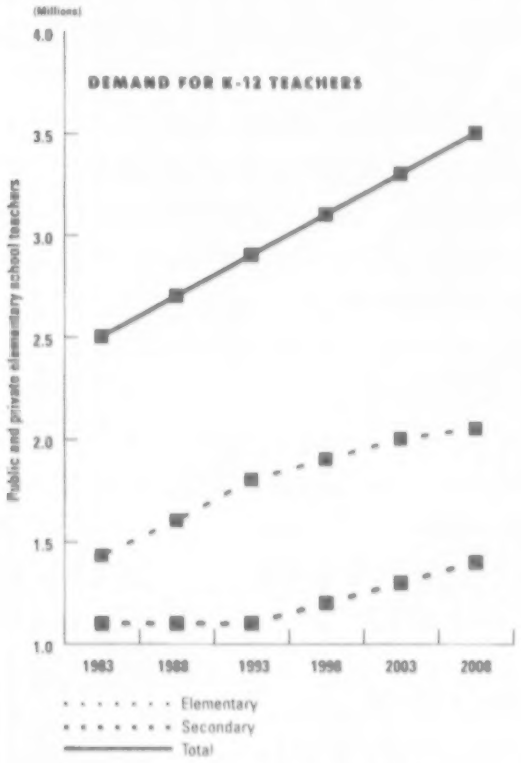
In this chapter, you'll learn about the process of identifying and applying for teaching positions, discover what recruiters look for in teaching candidates, and read about opportunities in both public and independent (private) schools. You'll also hear firsthand about one teacher's own job search, and how it left her feeling at once exhausted and triumphant.



Where the jobs are

INTRODUCTION:

This year, there will be an estimated 150,000-250,000 openings for teachers in the nation's elementary and secondary schools. Why such a rough approximation? Because—as was discussed in Chapters 1 and 2—the true character of teacher supply and demand is extremely difficult to chart. Economic boom-and-bust cycles, changes in state and local funding, attitudes toward acceptable teacher/pupil ratios, student enrollment trends, teacher attrition (resignations and retirement), the number of former teachers interested in returning to the profession—all of these factors and more help to determine how many new teachers will be hired in any given year. In general, however, at the turn of the century the nation appears to have entered a time of increasingly high teacher demand. There is an undersupply of teachers in certain geographic regions (including rural areas and inner cities), in specific curriculum areas (special education, math, science, bilingual education and English as a second language), and among some demographic groups (particularly, people of color and male elementary school teachers). What's more, demand for teachers in these areas clearly will remain very strong during the first decade of the 21st century, when large numbers of veteran teachers are due to retire—at the same time as children of the baby boom generation continue to swell school enrollments to historic levels.



Source: NCES, *Projections of Education Statistics to 2008* (middle projections)

"The nation has never before hired as many teachers in a decade as it will between now and the year 2007."

National Commission on Teaching & America's Future, 1997

Just a few years ago, it seems, we were hearing stories about teacher layoffs. What's different now?

During the economic downturn of the early 1990s, many state and local governments were forced to cut back their school budgets. Financially pressed voters were reluctant to approve new local taxes, even for popular measures such as school improvements. Hard times had the effect of dampening schools' demand for new teachers—even in the face of rising student enrollments. In addition, many veteran teachers remained in the profession longer than expected, by postponing retirement.

As was pointed out in Chapter 1, however, demand for teachers picked up considerably in the last few years of the 1990s—primarily due to simultaneous increases in student enrollment and teacher retirement rates. In fact, the National Commission on Teaching & America's Future reports that even "under the most conservative estimates," the U.S. will need to recruit at least two million new teachers into the profession over the next ten years.

What can I do to improve my chances of getting hired as a teacher?

To assure yourself a job in teaching, you may want to consider broadening your idea of "the perfect job." By diversifying your experience and areas of licensure, and widening the scope of your job search to include regions and communities of high teacher need, you can significantly improve your chances of landing a full-time teaching position.

Types of Schools and Communities: Studies show that most beginning teachers want to teach in middle-class schools, in or near an area where they have established roots. At the same time, other studies show that greater demand for new teachers is to be found in large urban school districts and rural areas.

Geographic Region: Demand for new teachers is (and will be) higher where the population is growing consistently. For example, demand is greater in the South and Southwest than in New England or the Mountain states, where population growth has been slower.

Curriculum Area: The charts presented on pages 14-16 offer a good overview of teacher demand by curriculum area. In particular, teacher candidates who major or double-major in special education, bilingual education, English as a second language (ESL), math, or science seem to be better positioned to find teaching jobs.

Demographic Groups: There is widespread demand for teachers of color (see Chapter 4). Demand is also high for male teachers in elementary schools, where they are vastly underrepresented. Across all grade levels, males represent less than a third of all current teachers.

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Teacher salaries

Job seekers will find that teaching salaries can vary greatly from state to state.

AVERAGE TEACHER SALARY IN 1999-00

Rank	State	Average Salary	
1	New Jersey	$51,692	A
2	Connecticut	$50,277	
3	New York	$49,686	G
4	Michigan	$48,711	A
5	Pennsylvania	$48,457	
6	Alaska	$48,275	
7	District of Columbia	$48,275	A
8	California	$46,326	
9	Rhode Island	$46,286	A
10	Illinois	$45,286	E
11	Massachusetts	$44,051	
12	Oregon	$43,789	B
13	Delaware	$43,233	
14	Maryland	$42,545	C
15	Nevada	$42,528	B
16	Indiana	$41,159	
17	Ohio	$40,734	
18	Hawaii	$40,416	
19	Minnesota	$39,809	
20	Wisconsin	$39,374	E
21	Georgia	$38,933	A
22	Washington	$38,530	
23	Colorado	$38,157	
24	Virginia	$37,709	
25	New Hampshire	$37,405	
26	North Carolina	$36,883	
27	Vermont	$36,697	
28	Florida	$35,916	
29	Alabama	$35,820	
30	Tennessee	$35,490	
31	Kentucky	$35,383	C
32	Iowa	$35,007	
33	Maine	$34,906	C
34	Kansas	$34,634	F
35	Arizona	$34,582	A
36	South Carolina	$34,506	
37	Texas	$34,448	
38	West Virginia	$34,248	C
39	Idaho	$34,062	
40	Utah	$34,007	
41	Wyoming	$33,480	
42	Missouri	$33,463	
43	Nebraska	$32,880	
44	Arkansas	$32,761	A
45	New Mexico	$32,161	
46	Louisiana	$32,000	A
47	Montana	$31,536	
48	Oklahoma	$31,107	D
49	Mississippi	$29,550	B
50	North Dakota	$29,002	
51	South Dakota	$28,386	
	U.S. Average	**$40,574**	
	Guam	$34,435	D
	Puerto Rico	$24,000	
	Virgin Islands	$34,784	

A = AFT estimate;
B = includes employer pickup of employee pension contribution, where applicable;
C = includes extra duty pay;
D = includes health care contributions, where applicable;
E = includes pension and health care contributions and extra duty pay where applicable;
F = estimated to exclude fringe benefits at 8%;
G = median

Data compiled by the American Federation of Teachers, AFL-CIO

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Conducting the search

Think of your search for a teaching position as a job in itself, requiring the same dedication and creativity that you would apply in the workplace. You will find that hiring practices vary from district to district, and that although many schools and districts now place a higher priority on teacher recruitment than they did in the past, the application process may sometimes seem like a maze of bureaucratic red tape. Just remember that thousands (in fact, many tens of thousands) of new teacher candidates find teaching jobs each year. The following information can help you be one of them.

Q How do I begin?

In this chapter, we will assume that you've already settled on the kind of teaching you would like to do, completed an accredited teacher education program, and secured a teaching license for your state.

Many teacher candidates assume that the only way to find a teaching position is to scan the newspapers and send resumes in response to ads. That's certainly one way, but it should represent just a part—and not even the most important part—of your overall strategy to find a job. Here are four basic elements that, taken together, constitute a well-organized job search.

Develop Your Network. You need to build active networks to enhance your chances of standing out from other candidates (and to create a circle of professionals who are willing and able to help you find a job). There are an infinite number of ways to build your own network and gain valuable experience: through exemplary student teaching, summer employment (tutoring or camp program supervision), participating in community service organizations, attending workshops, voluntarily assisting with school-based research projects. . . even contacting former teachers or administrators with whom you felt a particular bond. You may already have friends or family members who are connected in some way with schools; enlist their help. Building a network not only demonstrates initiative and commitment, it also can generate recognition from educators and other employers who can help your prospects of finding a permanent teaching position. School administrators and university career placement directors participate in their own networking by calling upon each other for these recommendations when teaching vacancies surface.

Flood the Market. To conduct an effective job search, you must identify the geographic area(s) in which you would be willing to teach and then send letters of interest, résumés, university credential files, and transcripts to each district. Applications should be sent to district central offices, since school systems normally centralize personnel functions. Call ahead to make sure you have the correct names and addresses, or buy a commercial list (see the resource lists on page 99). This process can ensure that your placement papers are available when personnel directors or principals go to the files to review credentials for specific openings. Also, if you have identified a particular school in which you'd like to teach, it doesn't hurt to send a letter and résumé directly to the principal.

Respond to Advertisements. Make it a daily practice to scan the classified ads in newspapers (or the online version of newspapers) serving the area(s) where

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you would like to teach. If you're conducting a long-distance search, consider subscribing temporarily to a major newspaper in that area or expanding your online search beyond your local area. You also should contact local universities and other private and state colleges to find out if you can receive the institution's career planning and placement bulletins. Some institutions make these publications available only to their own students and alumni, but others will mail them to "outsiders" for a nominal subscription fee. When you call, ask for the school's career services office.

Today, many people find information about jobs online. In addition to accessing newspapers' classified ads online, you can find information about how to find a job, job banks where you can post your résumé and find job listings, and more. (See page 90 for more information about finding a job online.)

Attend Job Fairs. Some school districts—especially the larger ones—recruit candidates at job fairs sponsored by the state, universities, or associations. To increase your exposure to potential employers, you should find out when and where these fairs are held and register to attend. See page 98 for how to order the *AAEE Guide to Services and Activities for Teacher Employment*, published each fall by the American Association for Employment in Education .

Finding a job online

Increasingly, teacher candidates (and school districts) are conducting the business of teacher recruitment over the Internet. Some states have created online teacher job banks (see state contact list beginning on pages 56-63) and many districts also list the jobs they have available through their own district Web site. Teacher candidates who have online access can search these job listings, respond (in some cases) right online, and sometimes list their own credentials and availability through Web sites that have the capacity to present profiles of job seekers to employers. A growing number of career-search Web sites will even alert you (once you register) by e-mail when a relevant job opening is added to its database. Under the auspices of the U.S. Department of Education, Recruiting New Teachers, Inc. has developed a Web site (**www.recruitingteachers.org**) that offers information about finding a job, as well as links to and information about online job banks across the country.

There are a growing number of Web sites to explore; below are some samples.

NATIONAL EDUCATION-SPECIFIC JOB BANKS

National job banks for the teaching field include the following:

Academic Employment Network: Posts extensive information about educational employment opportunities for teaching and other school-related positions at all academic levels. www.academploy.com/jobs.cfm; 266 Grey Rd., Windham, ME 04062, (888) 254-0987.

Council on Exceptional Children Career Connections: Only job bank on the Internet devoted solely to special education professionals. www.cec.sped.org/cc/cc.htm; 1920 Association Drive, Reston, VA 20191, (614) 923-0600.

***Education Week's* National Online Teacher Job Bank:** Posts vacancies in districts nationwide (searchable by geographic region, grade level, and subject area), and allows teachers to submit job applications and resumes electronically. www.edweek.org; (302) 280-3100.

K12jobs.com: Posts job opportunities available for public and private kindergarten, elementary, junior high, high school, and vocational schools. www.k12jobs.com; P.O. Box 4004, Citrus Heights, CA 95611-4004, (916) 723-0107.

National Education Network: Posts teacher vacancies for K-12, college, and university positions. www.nenet.com; Suite 106-205, 4200 Wisconsin Ave., NW, Washington, DC 20016, (800) 656-1224.

Private School Employment Network: Lists vacancies in administration and teaching at independent schools worldwide. www.privateschooljobs.com; P.O. Box 140, Fairplay, MD 21733-0141.

Project Connect: Posts teacher vacancies and provides other general resources. www.ub-careers.buffalo.edu/aaee; American Association for Employment in Education, 820 Davis St., Suite 222, Evanston, IL 60210-4445, (847) 864-1999.

Teacher Job Links 2000: Provides links to a long list of job banks, either nationwide or by region and school district, and offers other information about the job search. www.geocities.com/Athens/Forum/2080.

Teachers Online: Connects schools with candidates for substitute teachers, full-time teachers, teacher aides, and tutors. www.teachersonline.com; 1700 Rt. 23 North, Wayne, NJ 07470, (877) TEACH-88.

Teachers Net Career Center: Posts jobs for schools and districts, along with an e-mail alert system (JobAlert) that notifies job hunters of teaching jobs the instant they're available. www.teachers.net/jobs; 3820 Haines St., Suite 1, San Diego, CA 92109-6345, (888) 430-TEACH.

50 States' K-12 Job Opportunities: Collects public and private K-12 job opportunities for the 50 states, as well as a list of school districts for states that do not centralize job announcements. www.uky.edu/Education/TEP/usajobs.html; College of Education, University of Kentucky, Lexington, KY 40506, (606) 257-9000.

Teachers@Work: Posts job listings for schools and districts via a nation-wide database of teacher resumes and job openings. www.teachersatwork.com; National Educators Employment Network, P.O. Box 430, Vail, CO 81658, (970) 476-5008.

Troops to Teachers: Posts education jobs for service members and civilian employees of the Department of Defense who are interested in beginning a second career in public education. http://jobs2teach.org; (800) 231-6242, ext. 155.

USTEACH: Through a collaboration of states, supports a comprehensive database, matching district needs with applicants. www.usteach.com; P.O.Box 50068, Long Beach, CA 90815, (888) 618-3224.

STATE JOB BANKS

Many states have job banks, and an Internet search for "job banks" or "teacher job banks" in a particular state will usually turn up that state's list, if one is available. To see an example of a state job bank, visit Massachusetts' One-Stop Career Centers (www.masscareers.state.ma.us), Oregon's online teacher application system (OTAS) (www.ospa.k12.or.us), or the California Center for Teaching Careers (www.calteach.com).

NATIONAL, COMMERCIAL JOB BANKS

There are many national job banks that are designed for recruiters and job seekers from all professions and that are not education-specific but do include teaching jobs. For an example of a national job bank, visit: www.monster.com or http://careers.yahoo.com.

DIRECTORY OF ONLINE CLASSIFIED ADS

For a list of more than 1,000 newspaper classified sections available online, go to www.naa.org/classified/onlclass/index.html.

Remember, visit www.recruitingteachers.org for information about and links to a comprehensive list of job banks.

"One of our interview questions is: 'What is your most important reason for teaching?' Some people answer, 'I like kids,' or 'I enjoy being around people,' or 'I find it very fulfilling because I learn from my students.' Well, all of those reasons are fine, but their main reason should be to help students grow. All research has shown that the most effective teachers are those whose main objective in teaching is to help students learn."

David Ramirez served as Director of Instructional Recruitment for the Phoenix Union High School District in Phoenix, AZ.

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THE TEN TOUGHEST INTERVIEW QUESTIONS...

1. What is your philosophy of education?
2. What if . . . ?
3. How would you set up a program in your major teaching area?
4. What are your weaknesses?
5. Define the role of the principal.
6. Describe yourself, using five adjectives.
7. How do you handle discipline in your classroom?
8. Do you want students to like you?
9. Describe in detail a lesson that you taught.
10. What are your strengths?

Source: American Association for Employment in Education, *National Teacher Interview Survey*, 1991

...AND OTHER IMPORTANT FACTS TO KNOW

Percentage of beginning teachers who:

Had five or fewer interviews	73
Had seven or more interviews	18
Met with a school principal	84
Met with a district-level personnel officer	54
Met with a school superintendent	33
Met with assistant principals and committees	26
Say their job interviews were 30 minutes or less in duration	45
Say their interviews were longer than an hour	9

Source: American Association for Employment in Education, *National Teacher Interview Survey*, 1991

What should I send with my initial letter of inquiry?

Your cover letter should be short (no more than a page), direct (clearly and concisely written), and professional (typed or laser-printed, with no typos or grammatical errors). You should include a résumé—prepared with just as much care—and, if appropriate, copies of transcripts and/or teaching licenses. In your letter, play up any particular strengths you may have—experience in special education environments, for example—and any knowledge you may have about the district, its various programs, and its hiring needs. Be sure to mention any work experience you've had with children (as a tutor or camp counselor, for example). After you've mailed, e-mailed, or posted your cover letter and/or résumé online, don't simply wait for the interview requests to roll in! Follow up on each one with a personal call or e-mail to reiterate your interest and check on your status.

How can I improve my chances, once my foot is in the door?

Know Your Potential Employers: To be well prepared for each job interview, it's important to know the characteristics and issues that currently affect a particular school district. Ask in advance to see a district's annual report, or research online to get information about the relative sizes of the schools, enrollment projections, and special curricular programs that may be high priorities of local administrators. Local newspapers are good potential sources of information on major curriculum reforms and changes in administration. School newspapers often can be useful as well. Consider driving around the school neighborhood to get a feel for the community it serves. Or, try looking for the district's Web site; many districts have information about their community, district, and schools online. Doing this "homework" in advance can demonstrate the kind of initiative and thoroughness school recruiters value.

Anticipate Questions, and Consider Your Answers: Stage a mock interview with yourself, or (better yet) rehearse an interview with a friend or colleague. Interviewing styles vary, but to some degree, each interview you undertake will tend to cover similar territory (see box). The better you can anticipate the questions you may be asked, the better you'll be able to answer.

Have Your Own Questions Ready: Interviewers will almost always ask if you have any questions for them and will be disappointed if you don't. Be honest: ask about the classroom practices and issues that are most important to you. Don't make questions about compensation and benefits your highest priority at the interview (if you have to ask about them at all).

Assemble a Portfolio: Consider borrowing an idea from artists and graphic designers and put together a portfolio—a folder of documents and other materials—that demonstrates your capacity to teach. The optimal time to present a portfolio is during a follow-up interview with the school principal. The portfolio doesn't have to be elaborate; it might include your résumé, certification documents, letters of recommendation, transcripts, teacher exam results, student teaching evaluations, and evidence of field experience. Some teachers also include pupil evaluations, a teaching unit, lesson plans, a test they created, photos of classroom activities, a videotape of a particularly good lesson, a learning activity packet, documentation of awards or honors, or a student case study.

After each interview, remember to send a follow-up letter expressing your appreciation and continued interest in working for that school or district. Don't be dismayed if you fail to receive a reply. Send two or three polite letters (or e-mails) of inquiry before calling to ask about your status. School districts are frequently better able to handle written communications in the form of letters or e-mails than phone calls.

The inside scoop: How one school district rates candidates

What qualities are school district recruiters looking for when they interview for new teachers? The following criteria have been used in Rochester, New York—where district teacher development programs have received national attention—to rate the teacher candidates they meet:

Essential Characteristics
academic achievement, oral and written communications skills, and interpersonal skills

Experience
experience with children in urban and nonurban settings, student teaching, or other teaching experience

Teaching and Learning
ability to connect the student's world with curriculum content, wide range of knowledge and experience, knowledge of how to engage students in learning, approaching instruction with multicultural and interdisciplinary focus

Celebrating the Learning Process
enthusiasm about teaching and learning, positive attitude toward students, energy, flexibility, sense of humor, creativity, risk taking

Knowledge of Human Development
understanding of pedagogy and relating pedagogy to age-specific development, ability to adapt teaching to different learning styles, knowledge of current educational research, experience with diverse student populations

Creating a Positive Learning Environment
creating an atmosphere conducive to learning, respecting students, promoting student self-esteem

Professional Development and Collegial Interaction
knowledge of education reform issues and district reform initiatives, embracing district mission, seeking ongoing professional growth, collegial interaction

Professional Involvement Beyond the Classroom
participation in school and district activities, understanding of district organization, collaboration with other professionals

Home Involvement
sensitivity to students from various social backgrounds, being accessible to children and parents, engaging parents in their children's learning, establishing effective communication with parents, encouraging parental involvement in the classroom

Community Relations
sensitivity to urban concerns and issues, knowing and interacting with the community, understanding the relationship between community support and student success in school

Promoting and Enhancing the Profession
respect for the profession, awareness of responsibilities, involvement in professional organizations, demonstration of personal commitment to teaching

Source: Rochester City School District, Human Resources Department

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What I found

SUSAN LEEDS

I am what is known as a "mid-career professional" who found a new career in teaching. I had spent ten years in communications and public relations, but never felt creatively or professionally fulfilled. While completing a thesis for a master's degree in communications management, I began substitute teaching (to supplement my income). The first day I walked into a third-grade class, something clicked and connected me to my future. Magic was happening in that elementary school: I saw students who were active learners, students who were having fun while they learned. That day was the turning point. I knew I wanted to be a teacher.

I enrolled in the master's in education program at the University of Massachusetts at Boston, graduating two years later. My job search began several months prior to my graduation. I heard that Florida was hiring, as it was one of the most rapidly developing areas in the country. (Fortunately, relocation at that point was also an option for my husband, so that was not a problem.)

Soon, I discovered that finding a teaching position was a full-time job in itself. Besides contacting local school boards and responding to classified advertisements, I attended recruitment fairs in Boston. I found it quite frustrating, as there were far too few available positions for far too many people. In May of that final year of my master's program, I attended a statewide "Teach-in"—Florida's recruitment fair, which drew representatives from nearly every county in the state. I spent three full days interviewing with recruiters, from early in the morning until late at night. It was an exhausting process, but I was able to get a sense of what I wanted, with regard to staff development and teaching philosophy. I returned to Boston with a good list of individual schools to contact and each county's job hot-line number.

At that point, my daily ritual involved calling the Florida hot-line numbers and scouring the classifieds in the local papers. I spent hours personalizing cover letters, putting résumé packages together, and hauling shopping bags full of letters to the post office. (My postal clerk and I became very good friends!) I took a second extended trip to Florida, setting up interviews in three counties. Several offers came in, but they did not meet my needs.

I returned to Boston feeling worn out and beginning to wonder whether I should rethink my career plans. But having gone this far, I decided that I could not give up. I really wanted my own classroom. I continued to send out résumés, and finally—the week school opened in Florida—I got a call from a principal in Orange County, offering me a fifth-grade class. Enrollment was higher than had been anticipated, and the school had added another classroom. The principal and I shared similar philosophies and I knew she was an administrator with whom I would like to work. I said I would be there in two weeks. I packed my belongings (my husband could not join me for another two months) and headed south to meet my new challenge.

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Susan Leeds has taught fifth grade at Michael Meloy Elementary School, Orlando, FL.

I remember feeling tremendously apprehensive about my decision. I had the desire, but felt unprepared and uncertain about my abilities, and I had so much to learn about fifth grade curriculum and classroom management. I also was concerned about meeting Florida's licensure requirements. I had been automatically licensed upon the completion of my master's degree in Massachusetts. But in Florida, I would have to take a state teacher's exam and participate in a closely monitored beginning teachers program. I also was leaving a city I knew well and friends I knew I would miss.

Needless to say, it all worked out. I love being in the classroom and turning kids on to learning. I take advantage of the terrific staff development opportunities Orange County has to offer to keep learning and growing as a teacher. I even won a Walt Disney "Teacherrific Award" for a science project I developed. I now feel creatively and professionally fulfilled.

My advice to those who truly want to teach: be persistent. It'll be worth it in the end.

Professionally fulfilled

I spent three full days interviewing with recruiters from early in the morning until late at night.

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Teaching in a nonpublic school

If you don't have a teaching license, but feel that you have the skills and/or the relevant work experience you'd need to be an effective teacher, you might consider teaching in a nonpublic ("private," "independent," or "parochial" [church-affiliated]) school. Nonpublic schools are not required by law to hire licensed teachers (though most private school teachers do in fact hold a license). As a consequence, many are more open to hiring new teachers from varied and nontraditional backgrounds than is the case in most public schools.

Moreover, the working day of a private school teacher—particularly, those employed by non-sectarian independent schools—can be markedly different from that of a teacher in a public school. Smaller classes, greater autonomy, less administrative paperwork, and fewer disciplinary problems are often (but certainly not always) cited by independent schoolteachers as the great advantages of an independent school setting.

As you might expect, there are drawbacks as well. Salaries are usually lower in nonpublic schools than they are for public school teachers. And nonpublic schools, especially independent boarding schools, often demand greater commitment from their teachers in terms of involvement with extracurricular activities, student advisement, and the like. Some teachers who have worked in both settings say they simply are more comfortable in a public school environment because they support the principle of public schooling.

In fairness, however, many private school teachers say they feel the trade-offs are worth it. For them, the greater classroom autonomy and strong school culture (or the personal fulfillment gained through a school's religious affiliation) outweigh any disadvantages that come with the job.

NONPUBLIC SCHOOLS BY THE NUMBERS

Number of K-12 teachers in public schools (1999 est.)*	2,764,000
Number of K-12 teachers in nonpublic schools (1999 est.)	404,000
Number of students enrolled in public schools (in millions, 2000 est.)	47.4
Number of students enrolled in nonpublic schools (in millions, 2000 est.)	6
Average student/teacher ratios in public schools (1998 est.)	17.2 to 1
Average student/teacher ratios in nonpublic schools	14.9 to 1
Average annual salary of public school teachers (1997-98 est.)	$39,347
Average annual salary of public school teachers in 1993	$36,498
Average annual salary of private school teachers in 1993-94	$24,053
Number of nonpublic schools in the U.S. (1995)**	27,686
Percentage of nonpublic schools that were Catholic	30%
Percentage of nonpublic schools that were affiliated with other religions	47%
Percentage of nonpublic schools that were nonsectarian	23%

Sources: * and following: NCES, *Digest of Education Statistics*, 1998 (All figures are for the latest years available.)
** and following: NCES, *Private School Universe Survey*, 1995-96

What are the qualifications, if not a teaching license?

Qualifications for teaching in nonpublic schools can vary considerably. At the minimum, schools seek teachers with bachelor's degrees; some do require (and many prefer) a current teaching license. Many nonpublic school recruiters also look for teachers who can fill multiple roles—for instance, an English teacher who can also teach drama and coach volleyball. Some schools seek out teachers who will thrive in a particular kind of setting—for example, a teacher with experience teaching in multiage classrooms, in a single-sex environment, or with very progressive curricula.

How do I find out more about teaching jobs in nonpublic schools?

Contact the National Association of Independent Schools (NAIS) for information about teaching in a nonsectarian independent school. The organization represents over 1,000 independent schools nationwide. NAIS can provide you with information about internship programs, independent school placement agencies, and the NAIS Employment Information Exchange, which is a service of the NAIS national conference held each spring. For more information, contact the Associate Director of Academic Services, National Association of Independent Schools, 1620 L Street, NW, Washington, DC 20036, (202) 973-9700. NAIS's Web site, www.nais.org, offers a range of helpful resources for teacher candidates interested in independent schools.

If you are interested in teaching in a Catholic or other religious school, contact the diocese, parish, or religious council of the communities in which you would like to work, or write to the Council for American Private Education, 13017 Wisteria Drive, #457, Germantown, MD 20874, (301) 916-8460; www.capenet.org. Most religious schools require teachers to be members of a particular faith, but some do not.

As the term implies, alternative schools provide a different kind of education than traditionally organized public and private schools. Free schools, charter schools, schools without walls, parent co-ops, street schools, community schools, storefront schools, and ethnic schools are all examples of this type. If there is any one common denominator, it may be that alternative schools generally call on students, parents, and teachers to have more direct involvement and input into the educational process. For more information, contact the National Coalition of Alternative Community Schools, P.O. Box 15036, Santa Fe, NM 87506, (505) 474-4312; www.geocities.com/Athens/8187/ncacs.html.

For additional resource information on nonpublic schools, see page 99.

RESOURCES

JOB SEEKERS' GUIDEBOOKS

AAEE Job Search Handbook for Educators. American Association for Employment in Education, P.O. Box 1265, Columbus, OH 43216, (708) 864-1999; www.aaee.org. An informative overview, updated annually, of job search strategies for educators, including a timeline checklist, résumé and interviewing suggestions, review of geographic and curriculum areas of high teacher demand, and classified ads from school districts. AAEE also sells the ***Guide to Services and Activities for Teacher Employment***, which offers a comprehensive listing of teacher recruitment fairs nationwide.

Careers in Education. Edelfelt, R., Ed.D. Lincolnwood, IL: VGM Career Horizons. 1997. Provides information on various career options in the education field, from classroom teaching to positions in school and district administration.

From Contact to Contract: A Teacher's Employment Guide. Anthony, R. and Roe, G. Cranston, RI: The Carroll Press. 1992. Provides sample cover letters, information on various types of teacher contracts, and additional professional advice.

Inside Secrets of Finding a Teaching Job. Warner, J., Bryan, C. and Warner, D. Indianapolis, IN: Park Avenue Productions Publications. 1997. Filled with insights from experienced teachers; provides prospective teachers with solid advice on how to find a teaching job.

What Color Is Your Parachute? 2000 Bolles, R.N. Berkeley, CA: Ten Speed Press. 1998. Offers advice on how you can determine your best career path and coaches you through the steps of a general job search.

101 Grade A Resumes for Teachers. Anthony, R. and Roe, G. Hauppauge, NY: Barron's Educational Series. 1998. Includes sample resumes that teachers can adapt to their individual career-advancement needs and advice on phraseology and what to emphasize in your résumé.

GENERAL INFORMATION

Directory of Public School Systems in the U.S. American Association for Employment in Education, P.O. Box 1265, Columbus, OH 43216; www.aaee.org. Lists contact people and available resources in school districts across the country. Contact AAEE for ordering information at (708) 864-1999.

Education Week. Editorial Projects in Education, 4301 Connecticut Avenue, NW, Suite 250, Washington, DC 20008, (202) 364-4114; www.edweek.org/jobs.cfm. Covers pertinent national education topics and lists job openings—primarily for administrators—in its Marketplace section. The same organization publishes *Teacher Magazine*, which covers important topics in the field but offers little help for job seekers.

ISS Directory of Overseas Schools. Princeton, NJ: International Schools Service, Inc. 1998. Contains names, addresses, and other information on nearly 500 international elementary and secondary schools.

Peterson's. 202 Carnegie Center, Princeton, NJ 08540, (609) 243-9111; www.petersons.com. Offers resources about colleges and universities, distance learning, summer camps and other job opportunities, private schools, and more.

JOB-FINDING SERVICES

In addition to conventional job search resources, such as newspaper ads and college placement bulletins, local for-profit companies and employment agencies sometimes provide job-matching services or resources, using a range of methods. Be aware that some of the services offered by these agencies involve information (names of school recruiters, for example) that is readily available to the public. If you are considering using a commercial service, we suggest that you contact several different agencies about their services and fees before proceeding. It may also be a good idea to check with the Better Business Bureau or your state attorney general's office for outstanding complaints before investing in such services to be sure you work with a service that is reasonably priced and will help with your job search. As a general rule, be wary of services that ask you to pay an upfront fee beyond a nominal processing charge. (Please note: This listing does not constitute an endorsement by Recruiting New Teachers.)

National Teachers Clearinghouse: NTC provides job listings to individuals seeking a position in teaching or school administration. Subscribers to the service receive information submitted by schools with specific job openings in the academic areas of greatest interest to them, within broad geographic areas they can select in advance. The service is expensive, charging $17.95 for a current list, $39.95 for six issues, and $69.95 for 12 issues. It does not guarantee a minimum number of positions per report. NTC also offers school directories and mailing lists; rates per state range from $13.50 to $26.50. For more information, contact National Teachers Clearinghouse at P.O. Box 267, Boston, MA 02117-0267, (617) 267-3204; or visit www.teachersclearinghouse.com.

INFORMATION ON NONPUBLIC SCHOOLS

The Boarding Schools Directory. National Association of Independent Schools. NAIS also publishes the periodical ***Independent School*** and the directory ***Intern and Teaching Fellow Programs in Independent Schools.*** To order, contact NAIS at 1620 L Street, NW, Washington, DC 20036, (202) 973-9700; or visit www.nais.org.

The Handbook of Private Schools: An Annual Descriptive Survey of Independent Education. Porter Sargent Publications, Inc., 11 Beacon Street, Boston, MA 02108, (617) 523-1670.

Peterson's Private Secondary Schools 1999-2000. Directory of 1,500 accredited day, boarding, religious, military, junior boarding, and special needs schools worldwide. To order, contact Peterson's at 202 Carnegie Center, Princeton, NJ 08540, (609) 243-9111; or visit www.petersons.com.

INDEPENDENT SCHOOL PLACEMENT AGENCIES

See the note above, regarding commercial job-finding services; the same observations apply here. The following job placement agencies tend to specialize in placing teachers in nonsectarian independent schools.

Bunting and Lyon, Inc. Wallingford, CT (203) 269-3333

Clifton Associates Water Mill, NY (516) 537-1989

The Education Group Dallas, TX (800) 369-9102; (214) 696-3692

Educational Resources Group Solebury, PA (215) 297-8279

Independent Educational Services Princeton, NJ (800) 257-5102; (609) 921-6195

School Service Bureau Worcester, MA (508) 757-9225

SHORTCUTS INTO THE CLASSROOM

The following are examples of programs designed to place teacher candidates in classroom teaching positions quickly, circumventing traditional teacher preparation routes. Most offer some form of teacher education and follow-up mentoring. However, prospective applicants are encouraged to investigate the nature and full extent of those training programs—as well as the degree to which they are recognized by school recruiters and state education agencies—before making any commitment.

Inner-City Teaching Corps (ICTC): ICTC places college graduates in inner-city Chicago parochial schools. All volunteers participate in a six-week summer training program and have the opportunity to live with other ICTC volunteers, receiving room, board, medical insurance, transportation, and a stipend. Other features of the program include ongoing support from ICTC instructors and teacher mentors. For more information, contact Inner-City Teaching Corps at 2648 W. Pershing Road, Chicago, IL 60632, (773) 579-0150; or visit www.ictc-chicago.org.

The Mississippi Teacher Corps (MTC): The Mississippi Teacher Corps is a teacher recruitment project for Mississippi public schools. The program provides a structured induction program for promising liberal arts graduates to enter the teaching profession through alternative licensure routes. In exchange, participants commit to teach for two years in the district where they are placed and receive a salary commensurate with other first-year teachers. While it is not necessary for Corps members to have experience in education, MTC seeks talented candidates with bachelor's degrees and strong backgrounds in mathematics, natural science, physical science, or foreign languages. For more information, contact MTC at P.O. Box 2044, University of Mississippi, University, MS 38677, (800) 884-7606; or visit www.olemiss.edu/programs/mtc.

Teach for America (TFA): TFA is a national teacher corps designed to place recent college liberal arts graduates (and others) in two-year teaching positions in "under-resourced" urban and rural public schools in the U.S. Corps members are assigned to K-12 positions in districts having difficulty filling teaching positions; in exchange, members receive competitive first-year teaching salaries. Math, science, bilingual education, and foreign languages are primary areas of high need. Assignments are made on the basis of TFA member preference and college course work, along with school districts' needs and requirements. Education course work is not required. An application and interviews are required; various state and school district requirements must be fulfilled. Training for the program (provided through a six-week summer institute) is free, but relocation and personal expenses are the responsibility of the Corps member. Loan deferment and limited need-based financial aid are available. Competition to become a member of TFA is stiff. For more information, contact TFA at 315 West 36th Street, New York, NY 10018, (800) 832-1230; or visit www.teachforamerica.org.

WorldTeach: Founded in 1986, WorldTeach is an overseas educational development program. Participants teach ESL, math, science, and physical education for one year in developing countries. Shorter projects are available in China and South Africa. The program's cost, which ranges from $4,900 to $5,500, covers participants' support for the year, including training, international airfare, and health insurance. Host schools are responsible for providing volunteers' room and board, and a small stipend. Loan deferment and limited need-based financial aid are available. For more information, contact Harvard Institute for International Development, 14 Story Street, Cambridge, MA 02138, (800) 4-TEACH-0; or visit www.worldteach.org.

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Making the most of a career in teaching

Teachers are expected to reach unattainable goals with inadequate tools," wrote educator Haim Ginott more than three decades ago. "The miracle is that at times they accomplish this impossible task."

The miracle of good teaching does not come easily. The obstacles are tremendous —from crowded classrooms and inadequate resources to public indifference to their struggles that can sometimes make even the best and most dedicated teachers question their career choice. Nonetheless, the vast majority of today's teachers find both great and small satisfactions in their profession: working with children, meeting the daily challenges of their classrooms, learning from their colleagues and their children, developing new skills, and honing old ones. Surveys show that most teachers believe that they are making a real contribution to society and to the children they teach.

There are many intrinsic rewards of teaching. These rewards are difficult to calculate in dollars and cents, but they are rarely found in such abundance in other callings and professions.

How can you make the most of a career in teaching? In this chapter, you'll learn about strategies that good teachers use to maintain their dedication and commitment to their chosen profession—whether in their first year in the classroom, or their twenty-first.

Teaching and professional satisfaction

INTRODUCTION:

In some ways, the craft of teaching is not so very different from the art of learning—each depends upon curiosity, organized effort, commitment, and the joy of discovery. Good teachers are learners, ready to adopt new methods or adapt old theories to new classroom realities. They are willing to collaborate with colleagues, take risks, and sometimes fail, learning in the process new and better ways to help their students succeed.

Today, teaching is a profession in the midst of developing its own standards of performance for novice and veteran teachers. In this respect, it is an undertaking that is constantly opening new vistas for individual and professional growth. Teachers can connect to these exciting developments by making sure that they are actively and continuously working to attain an evolving professional vision. By expanding their knowledge of their subjects, refining their teaching skills, deepening their understanding of the students they teach and the schools and communities in which they work, teachers can develop their own capacity to make a real difference for students—today and in the future.

Q Are today's teachers enthusiastic about their jobs?

Research shows that most teachers today are generally satisfied with their career in teaching. Vast majorities of current teachers believe that students who attend the school in which they teach receive a good-quality education (see box). Today's teachers also are positive about other aspects of their professional life, including relations with teachers and parents and the competency level of their peers.

Q What makes them so enthusiastic?

Most teachers teach because of a desire to work with young people and help them learn. Many teachers also cite the profession's significance to society or a deep personal interest in a particular subject area. In fact, study after study shows that even though teachers may be dissatisfied with certain aspects of their profession, they realize that they might not feel the same sense of fulfillment in a different field. (See "Why People Teach," page 3.)

"In a truly rational society, the best of us would be teachers, and the rest would have to settle for something less."

Lee Iacocca

HOW TEACHERS GRADE THEIR OWN SCHOOLS

	1999	1998	1997	1996	1989
A&B	75%	78%	73%	73%	75%
C	16%	16%	19%	22%	21%
D	6%	4%	6%	3%	3%
F	1%	2%	2%	1%	1%
Don't Know*	2%	•	•	1%	1%

(Percents may not total 100% due to rounding.)
*Less than one-half of 1%

Source: Phi Delta Kappa, *The Sixth Phi Delta Kappa Poll of Teachers' Attitudes Toward the Public Schools*, 1999

What factors undercut teachers' career satisfaction?

Isolation: Many teachers feel isolated in their classrooms, citing too few opportunities for the professional growth that can come from sharing with colleagues and learning from experts and one another. In many schools and communities, this isolation is being broken down through team teaching, site-based management, and more attention to teacher networks and professional development. However, the "egg-crate" school model—one teacher per classroom, working in relative isolation from the classrooms next door—remains the norm in far too many schools.

Class Size: Teachers agree that smaller class sizes would enable them to teach more effectively. (Federal funding in 1999 for the hiring of new teachers to reduce elementary school class size is aimed at addressing this issue.)

Poor Classroom Conditions: Some teachers point to crumbling school buildings, outdated or inadequate texts and materials, and rising drug use and crime rates among their students as the most challenging obstacles to good teaching.

Paperwork: The less time spent on administrative tasks, the more time there is for teaching. According to the 1998 *Digest of Education*, published by the National Center for Education Statistics (NCES), nearly three-quarters of all teachers said that the burdens of routine tasks and paperwork interfered with their teaching duties.

Compensation: While teachers' salaries have increased in recent years, they still remain below the levels earned by counterparts in other professions—even after figuring in a two- to three-month summer vacation.

Esteem: Many teachers feel that their work is not considered important by their community or by our society at large. Consequently, inadequate parental and community support is frequently cited by teachers as undermining their work.

Out-of-Field Placement: With so many school districts experiencing teacher shortages in specific subject and geographic areas, many school administrators are forced to place teachers in classrooms out of their field of expertise. Teachers become frustrated when they are required to teach a subject for which they are not adequately prepared.

Support: Some teachers, especially those who teach in disadvantaged schools, find they don't have enough good programs of support to help them meet some of the teaching challenges for which their formal training did not prepare them.

Are teachers discouraged about their profession?

According to the NCES 1997 *Digest of Education*, nearly two-thirds of today's teachers said that if they were given the choice to make all over again, they would "certainly" or "probably" choose to teach; just four percent said they would choose something else.

Must teachers leave the classroom in order to advance their careers?

A few years ago, the only opportunities for professional advancement open to teachers would have meant an exit from the classroom. However, school districts and educational organizations across the country have made important strides over the past decade in providing experienced teachers with opportunities to grow within their field and to find new sources of professional satisfaction without having to give up classroom teaching.

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Most teachers today participate in some form of professional development. Professional development for teachers is usually thought of as a particular activity, such as a workshop or course designed to help them become more effective classroom practitioners. However, a limited number of schools now are adopting a concept of professional development for teachers that includes a wider range of activities, such as involvement in school-college partnerships, collaboration with other teachers, participation in the assessment process leading to National Board certification, and others.

In some school districts, experienced teachers find a source of professional growth and enrichment through teacher mentor programs by acting as guides for new teachers. The new teacher may look to the mentor for advice, information, advocacy, supervision, evaluation, and perhaps more, depending upon the design of the mentor program.

Career ladders provide another opportunity for professional growth. These programs are designed to attract and retain excellent teachers by offering avenues for professional advancement that don't necessarily lead outside of the classroom. Teachers identified as "master teachers" may have the opportunity to write curriculum, lead in-service workshops, conduct summer training sessions, or participate in national or regional education reform initiatives. In most cases, the higher rungs of the ladders bring higher levels of compensation as well. (See "Teachers as Leaders of School Reform," page 111.)

Finally, in some states, such as North Carolina and Tennessee, teachers have access to special professional development "laboratories" or retreats. The North Carolina Center for the Advancement of Teaching, for example, rewards and rejuvenates particularly talented teachers with weeklong sessions at its beautiful facility in the Smoky Mountains.

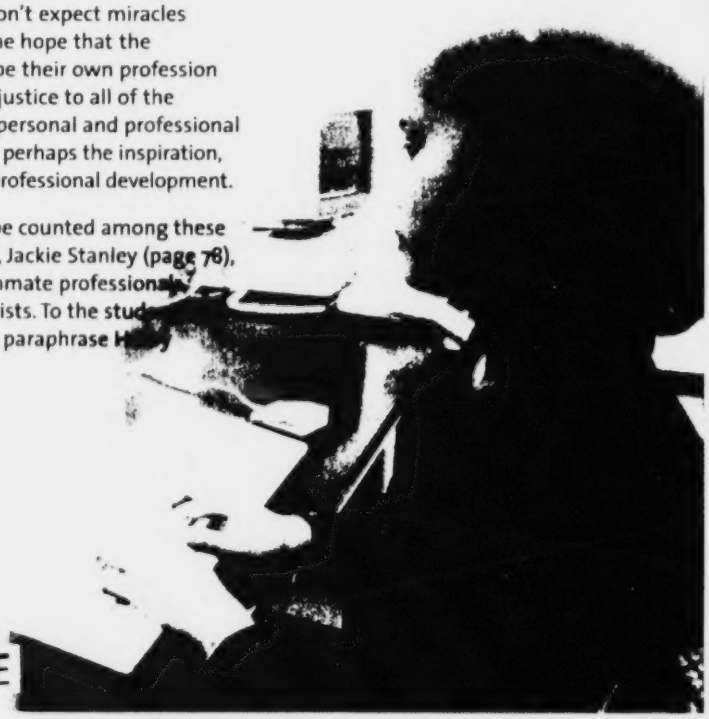
"More teachers need to insist that their occupation become a true profession—a profession that supports their commitment by guaranteeing them access to the knowledge they need to help their students succeed."

National Commission on Teaching & America's Future

Q What else can teachers do to remain dedicated to their profession?

Good teachers know the limits of what is possible; they don't expect miracles to happen every day. But neither do they sit and wait in the hope that the impossible will happen. They are activists, and they reshape their own profession every working day. The strategies listed don't begin to do justice to all of the methods teachers use to maintain a sense of energy and personal and professional growth in their work. But they should give you an idea, and perhaps the inspiration, to come up with some of your own ways to promote your professional development.

The teachers who have lent their voices to this book can be counted among these activists. Ira Ortega-Crawford (page 4), Ed Wong (page 10), Jackie Stanley (page 78), and the others you've met within these pages are consummate professionals, skilled practitioners, lifelong learners, and pragmatic idealists. To the students they reach, these teachers are heroes. No one can tell—to paraphrase Henry Adams—where their influence will end.



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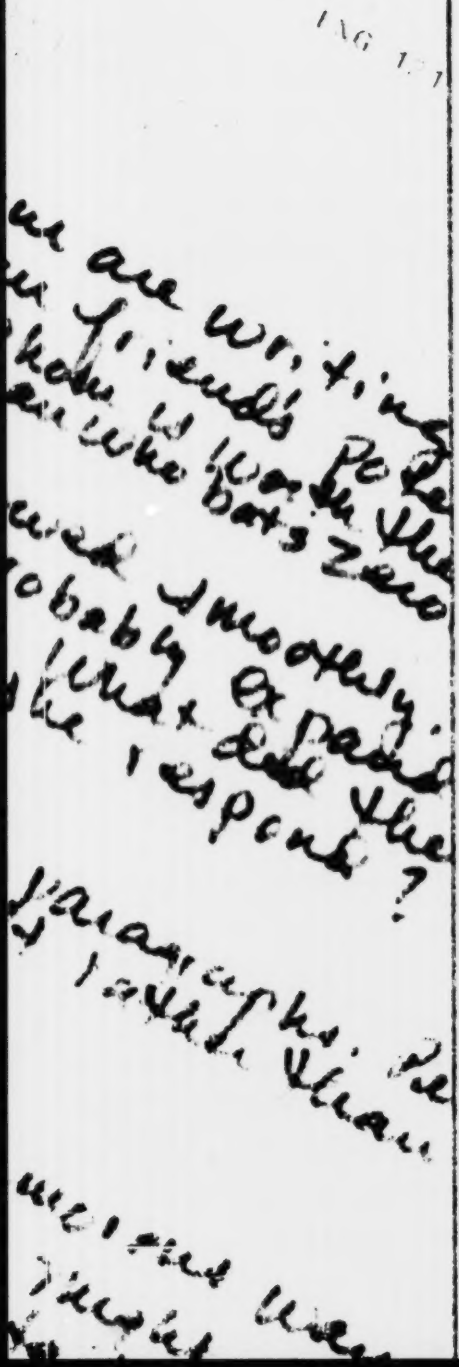
One for all



SUSAN COLDWATER LLOYD

When we think of teachers, we tend to think of individuals working pretty much in isolation from one another—one to a classroom, in room after room down a long school hallway. But this story will paint a different picture: a portrait of teaching that many of us in the profession hope will, in time, become the norm.

In the schools where I began my teaching career, teachers planned for instruction, developed curriculum, graded papers, and taught—alone. Even the best teachers seemed as remote and disconnected from each other—though just as bright—as the stars in the Alabama sky. Although I felt I was doing a good job as a teacher, I knew I couldn't keep going year after year under those conditions. There had to be a better way. So, when I heard about a new and highly innovative magnet school in nearby Huntsville that would encourage teacher teamwork, I jumped at the opportunity.

I volunteered to teach at that school, the Academy for Science and Foreign Language, because I was excited by the chance to work with creative, innovative teachers who were on the "cutting edge" and growing professionally. The system was willing to let us try new ideas, to stretch or even break the rules. The parents, too, wanted innovation and were strong supporters of the school.

I noticed a difference from the very first day. Since the teachers all participated in developing the Academy's mission and philosophy, we felt deeply committed to what we helped to create. Our sixth-grade team—that's us in the photo—worked closely with the foreign language teachers on all aspects of curriculum integration. We shaped the curriculum around central themes to ensure that the children would see meaning, relevance, and coherence in their schoolwork. We also worked closely with the gifted-and-talented teacher, who brought in a great range of community people to offer mini-courses for enrichment. Everything we did was marked by a sense of professional respect for each other's talents and sensitivities. Even when we disagreed—which was fairly often, since we were all assertive people and were used to working alone—we found ways to get around our own egos and achieve a workable compromise.

We all thought we'd died and gone to heaven.

I transferred, after a time, to a different school. At McDonnell Elementary, I once again was blessed with a forward-thinking, cooperative team and a principal who provided important financial and emotional support as we tried new approaches in student management, curriculum, and teaching methods. I was especially excited about the innovations we developed together—as a faculty. At the principal's request, we formed a teacher task force to develop a way to recognize excellence in teaching

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Susan Coldwater Lloyd (second from left) is a former Alabama Teacher of the Year.

among our staff. We were thrilled with the resulting program, but more importantly, we were empowered by the realization that we could work together to creatively solve a very complex problem. Emboldened by that success, we pushed ahead and developed a site-based management program that involves every member of our school staff in the whole range of school decision making.

Call it a small miracle. Instead of a constellation of remote, disconnected stars, the teaching model we've built at our school feels more like a shower of whirling, whizzing meteorites. Let there be light!

The system was willing to **let us try new ideas**, to stretch or even break the rules.

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Strategies for success

Meeting the challenge of the first year

The experience of first-year teachers varies from one extreme to the other. Some new teachers—especially those who are the beneficiaries of solid programs of orientation, support (including mentoring), training, and assessment—call it just as challenging (and twice as fulfilling) as they had imagined it would be. Others, particularly those who are left to "sink or swim" on their own, may remember it as the most difficult year of their life.

Over the past two decades, schools and school districts have begun to pay greater attention to the ways teachers are inducted into the profession. Teacher induction can (and does) take many forms. Induction activities vary in complexity and intensity. Programs can range from a short orientation session, to mentoring programs, to staff development courses and workshops, to multiyear programs that continue to meet the changing needs of teachers as they develop. Many promising teacher induction programs that were initiated during the 1980s fell victim to budget cuts caused by the economic recession of the early 1990s. However, the current need for qualified teachers is causing a resurgence of interest in supporting teachers in their first three years in the profession. In addition to helping retain teachers, some school districts today are using the promise of formal, comprehensive induction programs as a way to recruit new teachers.

Induction activities often are required for beginning teachers, while in some districts participation is voluntary. Ultimately, it is up to each first-year teacher to take full advantage of whatever programs (if any) are offered by their new employers and to supplement those programs by taking the initiative themselves to get the support they need.

How can you do that? As always, the best source of information is those who've tackled exactly those challenges. That was the idea of the Massachusetts Teachers Association and Massachusetts Field Center for Teaching and Learning when they assembled a group of beginning teachers to discuss and report on their first year. Drawing from their own experiences, they shared the following recommendations for incoming teachers:

Orient yourself as early as you can, preferably before school begins. Organize your classroom; gather books, supplies, and teaching materials. Discover where school materials are stored and how to get access to them. Review school policies and the curriculum. Plan strategies for collecting and distributing paperwork, grading papers, and other record-keeping tasks. Find out what kinds of teacher induction activities are offered. Plan (and practice) getting-acquainted strategies for the first day of school.

Introduce yourself to the school staff. Get to know librarians, custodians, administrative assistants, guidance counselors, special needs teachers, and other personnel, such as speech pathologists and psychologists. Just as important: help them get to know you. They will be your primary support network, along with your fellow teachers.

Develop a mentor/mentee relationship. If you haven't been assigned a mentor, arrange to work with someone you feel comfortable talking with—a department head or experienced colleague—to discuss classroom or school issues. Ask a senior teacher for guidance in establishing goals and expectations for yourself and your students.

Make contact on a daily basis—or more frequently—with other teachers and administrators. Ask questions; ask for advice and guidance. Protect yourself from isolation. Remember: sharing your own ideas with others is as important as asking them to share theirs.

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Discuss your experiences. Talk with another first-year teacher—perhaps a classmate or group of classmates from your teacher education program.

Evaluate your own lessons and log your comments for future use. Keep "emergency" lessons on hand for those days when regularly scheduled lessons simply aren't working.

Establish communication with parents early on. Make positive phone contact with parents whenever possible, involve them in the classroom whenever appropriate, and include your entire teaching team (if you're part of one) in parent conferences.

Become familiar with the surrounding community. Read local papers and make contacts with community leaders if you can.

Take the time to keep up to date on trends and issues in education.

Laugh with your students at least once a day.

THE FIRST-YEAR CHALLENGE

In an RNT survey, programs providing special supports to new teachers named the following as the major challenges facing first-year teachers:

Inadequate classroom management skills	**82%**
Disruptive students, discipline problems	**57%**
Difficulty organizing time/work schedule	**47%**
Inadequate instructional skills	**36%**
Unfamiliarity with the curriculum	**30%**
Isolation in the classroom	**29%**
Insufficient preparation for dealing with cultural diversity	**25%**
Difficult setting/low-performance school	**20%**
Large class size	**19%**

*Multiple responses allowed

Source: Recruiting New Teachers, Inc., *Learning the Ropes: Urban Teacher Induction Programs and Practices in the United States*, 1999

Strategies for success

Keeping the flame alive

How do good teachers stay that way?

Maintaining the enthusiasm and energy that effective teaching requires isn't automatic—even for the best and most dedicated teachers. It requires a continual openness to new teaching strategies and an abiding passion for learning—new curricula, new skills, and new ways to communicate with students.

The following suggestions represent just some of the ways teachers have found to sustain the enthusiasm that led them into teaching in the first place.

Actively seek learning opportunities. Look for chances to advance your own professional development, through your school or district or through a local university or teacher college.

Join professional organizations within your curriculum area. Attend national or regional conferences, workshops, or retreats for teachers and other educators. Apply for a fellowship or professional development grant (see "Resources" on page 115).

Consider becoming a mentor teacher or find some other way to become involved in recruiting and educating new teachers. For example: launch a Future Educators of America chapter at your school. (See page 46.)

View yourself as an agent for reform, not simply a target of reforms imposed upon you. Visit other schools and classrooms in your district that have restructured or are pursuing creative forms of teaching and school management. Connect with other teachers to talk about education, classroom management, and reform issues. (See "Teachers as Leaders of School Reform" on page 111.)

Gain access to an e-mail listserv, online bulletin board, or Web site that serves teachers. The computer resource teacher at your school may be able to help. (See page 115 for Web sites to explore.)

Try to be aware of new developments in research on learning theory. Create an informal "study group" of colleagues to help you keep up to date—and incorporate those developments into your own teaching practices.

Write about what you do. Keep a classroom journal or log. Collaborate with other teachers on an article for publication in a local or regional newspaper or in a national journal or magazine.

Explore the benefits of professional relationships with colleagues. Tell other teachers what you do, and invite them to observe your teaching. Open your door.

Practice lifelong learning. Learn something new that will enrich your personal life and that you can share with your students.

Consider a new assignment. Think about teaching in a different grade, school, or district.

Take a sabbatical—even if it's just one mental health day.

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Strategies for success

Teachers as leaders of school reform

Ironically, teachers in the United States rarely have been accorded a significant role in shaping the nation's school agenda or the structure of the education system. Education reform has primarily been the domain of state policymakers and educators at the university level. But this is beginning to change; teacher involvement in school management, curriculum development, and assessment is a centerpiece of many school reform proposals.

Some observers date the beginning of this change to the 1983 publication of *A Nation at Risk*, the National Commission on Excellence in Education's scathing indictment of the nation's schools and their incapacity to prepare Americans for the challenges of the 21st century. As an outgrowth of that report, The Carnegie Corporation's Forum on Education and the Economy published *A Nation Prepared: Teachers for the 21st Century* in 1986. That report called (in part) for teachers "to provide active leadership in the redesign of schools and in helping their colleagues to uphold high standards of learning and teaching." It led in turn to the establishment of the National Commission on Teaching & America's Future (NCTAF), and the publication of *What Matters Most* and *Doing What Matters Most* (see "Resources", page 114). Both documents represent blueprints for the restructuring of teaching to make the field more closely resemble other professions that have well-established, rigorous standards and career ladders.

A Nation Prepared was not a magic wand: teachers across the nation did not automatically and immediately rise up to become active leaders in school reform. But, in the years since the report was published, teachers have taken on important—some would say crucial—roles in helping to shape the changing profession and the way schools work. Teachers are playing a critical role in the following reform efforts:

The National Board for Professional Teaching Standards:
This 64-member national commission, launched in response to a principal recommendation of *A Nation Prepared*, has been working for more than a decade to develop a system of advanced, voluntary certification for elementary and secondary school teachers. The Board seeks to establish high standards for what teachers should know and be able to do, and to certify highly skilled veteran teachers who meet those standards. Under the bylaws of the organization, the majority of its members must be classroom teachers, who are chosen on the basis of their outstanding records of accomplishment as well as for leadership in a curriculum area or in one of the two national teacher unions. The Board is now actively soliciting and reviewing applications from teachers to become "Board certified." In some districts and states, teacher candidates are reimbursed for the associated expenses and are awarded increased compensation for meeting NBPTS standards. For more information about the NBPTS standards, call (800) 22-TEACH or contact the Board at www.nbpts.org.

> ***"What keeps me going? I think of teaching as a constant experiment in applied philosophy or psychology. Every day, I'm exploring, learning, trying new things. That's what makes it fun."***
>
> David Nordstrom—high school chemistry and biology teacher in Auburn, Maine

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State-level standards boards: Nine states already have instituted independent standards boards to determine and administer the standards by which they license teachers. While the National Board is concerned with recognizing and rewarding experienced teachers who meet advanced standards of knowledge and practice, these state standards boards are designed to protect the public interest by requiring minimum standards of all new teachers. Teachers are being given prominent (and frequently majority) roles on these independent boards.

Curriculum reform: Teachers are playing important roles in the efforts of several national professional associations to design new curriculum standards. For example, the National Council of Teachers of Mathematics has begun to revolutionize the way math is taught in classrooms across the country.

Site-based management: More and more school districts are placing responsibility for school governance in the hands of administrators, teachers, and parents at the school-building level. The theory is that individuals with a personal stake in the success of their school will make the best and most appropriate decisions regarding how it should work. At schools following this form of management, teachers play leading roles in determining school structure and curriculum, the hiring of new teachers and administrators, and the like.

Professional development schools: PDSs are a particularly promising innovation for school reform and teacher education because they depend upon close links between school districts and schools of education. In a typical PDS, master teachers guide interns through the completion of their teacher education in cooperation with university faculty. They also may collaborate on relevant education research. In the PDS model, master teachers are reenergized, the interns benefit from their mentors' practical experience, and college faculty members are able to connect their research and teaching with real-world classrooms.

Other state and national education reform efforts: Teachers are contributing to the process of school reform in a variety of other ways as well. For example, under the leadership of Richard Riley, the U.S. Secretary of Education's office instituted a new position for an experienced teacher on staff to provide insights from a teacher's perspective and lead the Department of Education's efforts to learn from master teachers nationwide. Teachers also have played prominent roles in the reform efforts of the National Council for Accreditation of Teacher Education and the two teacher unions—the National Education Association and the American Federation of Teachers. Finally, a number of reform-minded states, including Michigan, Maine, New York, Kentucky, Pennsylvania, South Carolina, and Florida, have launched initiatives aimed in part at helping teachers grow professionally and empowering them to participate more fully in the design and management of their schools.

The above list is extremely abbreviated; every page in this book could be filled with examples of how teachers are moving out of traditional, isolated classroom roles and taking increased responsibility for changing the way schools work. In that respect, there has never been a more exciting time to be a teacher in America.

Reform at the grassroots level

The national education reform initiatives may speak of teachers as leaders and include teacher representatives on their steering committees—but on a practical level, is it really possible for individual teachers to bring about change in their schools and communities?

Kitty Boles and Vivien Troen, elementary school teachers and veterans of hard-won reforms in Brookline, Massachusetts, might answer: possible, yes; easy, no.

"It took two years of hard work," Kitty Boles remembers, "and intense lobbying to realize our goal." Acting out of dissatisfaction with the "isolating nature of classroom teaching" and their belief that "educators need to work in teams in order to eliminate that isolation," Boles and Troen created a teaching project that overturned many long-standing practices for the participating teachers in their school. The project included the development of a teaching team to enable teachers to compare notes and gain a deeper understanding of their students. Boles and Troen also established a university-school collaboration that enabled teacher education students to join the team for an entire school year, and provided team teachers time away from the classroom to assume "alternative roles" (researcher, curriculum writer, college instructor/supervisor).

In the course of the project, the two teachers concluded that:

Teachers cannot work alone. The teachers on the team found that collegial conversation was "addictive." Once they discovered the value of ongoing, constructive networking, they couldn't get enough of it.

Teachers need support from school administration. The business of reform is difficult enough even with the tacit support of the principal and school district. It is nearly impossible in the face of outright resistance.

Teachers need to learn how schools work. Changing practices that have been in place for decades requires a sensitivity to individuals who will be affected, and to a school's organizational culture. Reading and learning about other organizational cultures, such as businesses, can be an excellent way to understand how the school functions and how it might respond to change.

Teachers need leadership skills. These skills are not usually part of teacher education, but they are vital to education reform. Teachers who want to take the lead in bringing about school reform must develop first-class communication, managerial, budgeting, and fundraising skills.

Sound challenging? As though it will take a lot of time? You're right on both counts. But, as Kitty Boles and Vivien Troen would certainly testify, the rewards in terms of heightened professional satisfaction and better learning experiences for students are more than worth the effort.

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BOOKS AND REPORTS ABOUT THE FIRST YEAR OF TEACHING

The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life. Palmer. J. San Francisco, CA: Jossey-Bass Publishers. 1998. An inspiring exploration of what it means to teach, what it takes to truly connect with students, and the importance of self-realization in the life of a teacher.

Educating Esme: Diary of a Teacher's First Year. Codell, E.R. Chapel Hill, NC: Algonquin Books. 1999. A spirited account of a gifted teacher's first year in an inner-city fifth-grade classroom.

The First Year of Teaching: Real World Stories from America's Teachers. Kane, P. and Rock, P.K. (Eds.). New York, NY: Walker and Company. 1991. Eloquent glimpses into the first year of teaching as expressed through short stories by featured teachers.

From First Year to First Rate: Principals Guiding Beginning Teachers. Brock, B.L. and Grady, M.L. Thousand Oaks, CA: Corwin Press. 1997. A candid look at the realities facing the first-year teacher and strategies for preventing the isolation that many new teachers feel.

"Mr. Gish, May I Go to the Bathroom?" My First Year as a High School Teacher. Gish, S.C. Seattle, WA: Peanut Butter Publishing. 1994. An engaging narrative of a freshman teacher's journey toward professional growth.

The Reflective Practitioner: How Professionals Think in Action. Schon, D. New York, NY: Basic Books, Inc. 1983. A description of problem-solving techniques teachers might apply to challenges in their professional lives.

Voices of Beginning Teachers: Visions and Realities. Dollase, R. New York, NY: Teachers College Press. 1992. A study of first-year teachers and their experiences and perceptions.

BOOKS AND REPORTS ABOUT TEACHING AND SCHOOL REFORM

The Disciplined Mind: What All Students Should Understand. Gardner, H. New York, NY: Simon & Schuster. 1999. A synthesis of what constitutes the best learning, based on the renowned Harvard educator and psychologist's founding concept of multiple intelligences.

Doing Research in Your Own Classroom. Hopkins, D. Phi Delta Kappan; Vol. 64, No. 4, pp. 274-75, Dec. 1982. Original and creative approaches for teachers who want to conduct research in the classroom without disrupting their teaching duties.

Doing What Matters Most: Investing in Quality Teaching. National Commission on Teaching & America's Future. New York, NY: The Commission. 1997. Follow-up examination of policy changes that have taken place since the publication of *What Matters Most* (see below), including new data regarding teaching conditions.

Educational Renewal: Better Teachers, Better Schools. Goodlad, J.I. San Francisco, CA: Jossey-Bass Publishers. 1998. A proposal of strategies that can bring schools and universities together in a close, renewing relationship to foster improved teaching practices and schools.

How Schools Change: Lessons from Three Communities. Wagner, T. and Sizer, T.R. Cambridge, MA: Beacon Press. 1996. A behind-the-scenes look at three distinct high schools trying to create learning communities to prepare students for the 21st century. Concludes with an analysis of the necessary components of successful school reform.

A Letter to Teachers: Reflections on Schooling and the Art of Teaching. Perrone, V. San Francisco, CA: Jossey-Bass Publishers. 1991. Reflections from a respected teacher educator on classroom practice, teachers' roles, and the need for education to focus on each student's needs and abilities.

The Right to Learn: A Blueprint for Creating Schools That Work. Darling-Hammond, L. San Francisco, CA: Jossey-Bass Publishers. 1997. A description, by one of the nation's most respected educators, of learner-centered schools and the policies and practices that are needed to create these schools on a system-wide basis.

Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform. Schlechty, P. San Francisco, CA: Jossey-Bass Publishers. 1991. An exploration of the fact that education needs to develop a vision that supports the purpose of school: student success at doing knowledge-oriented work.

Small Victories: The Real World of a Teacher, Her Students and Their High School. Freedman, S.G. New York, NY: HarperCollins. 1991. The story of one dedicated teacher and the struggles she and her students face both inside the classroom and out.

What Matters Most: Teaching for America's Future. National Commission on Teaching & America's Future. New York, NY: The Commission. 1996. Recommendations on reforming American education, the improvement of teaching, the preparation and support of teachers, and the implementation of standards for both teachers and students.

BOOKS AND REPORTS ABOUT CLASSROOM MANAGEMENT

Active Teaching: Enhancing Discipline, Self-Esteem and Student Performance. Popkin, M. H., Ph.D. Marietta, GA: Active Parenting Publishers. 1994. A book based on the premise that if you encourage your students, build their self-esteem, and treat them with respect, you will have fewer behavioral problems.

Beyond Behaviorism: Changing the Classroom Management Paradigm. Freiberg, H.J. (Ed.). Needham, MA: Allyn & Bacon. 1999. An overview of the theory and history behind classroom management and illustration of new active-learning classroom management practices.

The First Days of School: How to Be an Effective Teacher. Wong, H.K. and Wong, R.T. Sunnydale, CA: Wong Publications. 1998. A handbook on classroom management and effective teaching, covering issues from positive expectations to lesson mastery.

WEB SITES FOR TEACHERS

The following Web sites are examples of those that include resources for beginning teachers:

www.beginningteachers.org
www.newteachercenter.org
www.teachers.net/mentors
www.teachersfirst.com
www.teachnet.org

OPPORTUNITIES: RESOURCES

Grants for Elementary and Secondary Education 1999-2000. New York, NY: The Foundation Center. 1999. Covers grants in the United States and abroad to private and public schools, school systems, and other agencies and organizations involved in K-12 education.

The New Teacher's Guide to the U.S. Department of Education. 1998. Centralizes and compiles information on the U.S. Department of Education's services for teachers, with the intention of increasing teachers' access to the educational resources available throughout the country. This publication is available online at www.ed.gov/pubs/TeachersGuide. For more information, contact the U.S. Department of Education at 400 Maryland Avenue, SW, Room 3W344, Washington, DC 20202-6110, (202) 260-1925.

Opportunities in Teaching Careers. Fine, J. Lincolnwood, IL: VGM Career Horizons. 1996. Offers an overview of the teaching field and information on career advancement and resources, including educational associations, student organizations, professional fraternities, sororities, and societies.

A Teacher's Guide to Winning Grants. Bauer, D.G. San Francisco, CA: Jossey-Bass Publishers. 1998. How to go about identifying, applying for, and winning educational grants.

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OPPORTUNITIES: PROGRAMS

Federal Christa McAuliffe Fellowships. A federally funded program; offers one-year fellowships to outstanding teachers to create and implement projects that improve education. Teachers who have taught for at least eight years are eligible. Interested teachers should contact their state department of education (see state contact information, pages 56-63).

The Hearlihy/Foundation for Technological Education Grant. An initiative of the Foundation for Technological Education; awards excellence in teaching technology. The $2,000 grant is available to an elementary or secondary school teacher who is integrating technology into school curriculum. For more information, contact the Hearlihy/ FTE Grant Foundation for Technology Education at 1914 Association Drive, Suite 201, Reston, VA 20191-1539, (703) 860-2100; or visit www.iteawww.org/I2b.html.

Klingenstein Center Opportunities. Provides private school teachers with a range of professional development opportunities. Sponsors the three-week Klingenstein Summer Institute for 50 teachers from independent schools around the world. Other offerings include the Private School Leadership Program, the Visiting Fellows Program for Heads of Independent Schools, and Year-Long Klingenstein Fellowships. Prospective applicants for the Summer Institute must apply by January 15th. For details on programs, contact the Klingenstein Center for Independent School Education at 204 Main Hall, Box 125, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027-6696, (212) 678-3156; or visit www.klingenstein.org/Academic.

Kohl/McCormick Early Childhood Teaching Awards. Recognizes five outstanding early childhood educators in the Chicago metropolitan area with awards of $5,000 each. For more information or an application, contact the Robert R. McCormick Tribune Foundation at 435 North Michigan Avenue, Suite 770, Chicago, IL 60611, (312) 222-3512; or visit www.rrmtf.org/education/awards.htm.

The Leadership Grant Program. National Foundation for the Improvement of Education's annual "Leadership Grants" award $1,000 to public school teachers or public school systems for improving professional development practices. For more information and an application, contact The Leadership Grant Program, NFIE, at 1201 16th Street, NW, Suite 416, Washington, DC 20036, (202) 822-7840; or visit www.nfie.org.

Teacher as Researcher Grant. Sponsored by the International Reading Association; awards up to $5,000 to educators interested in researching literacy and instruction. For more information, contact Research and Policy Division, International Reading Association, at 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139, (302) 731-1600; or visit www.reading.org/about/whatwedo/awards/resgrant.htm.

Toyota Tapestry Grants. Sponsored by Toyota Motor Sales, USA, and administered by the National Science Teachers Association; provides grants to K-12 science teachers who are creating innovative science education projects in their schools and/or school districts. Grants up to $10,000 are available for teachers concentrating on environmental education and physical science applications. For more information, contact the National Science Teachers Association at 1840 Wilson Boulevard, Arlington, VA 22201-3000, (703) 243-7100; or visit www.nsta.org/programs/toyota.htm.

Woodrow Wilson Leadership Program for Teachers. Offers peer-led summer institutes for eligible teachers (grades 5-12) in public and private high schools in the U.S. and Department of Defense Dependents Schools. Program goal is to deepen and strengthen the pedagogical, professional, and methodological domains of history, mathematics, and the sciences, including environmental science. For more information, contact Woodrow Wilson National Fellowship Foundation, Leadership Program for Educators, at CN 5281, Princeton, NJ 08543-5281, (609) 452-7007; or visit www.woodrow.org/teachers.

TEACHING OPPORTUNITIES ABROAD

To some, one of teaching's greatest attributes is its transferability abroad. For experienced teachers who would like the challenge of living and working in another culture, there are a number of resources and programs available.

To teach in an American overseas school, a teaching license and two or three years of experience are usually required. Those in the process of obtaining a license or a specialized degree may be considered, especially if they are willing to work in a developing country. Teachers will have a better chance of being hired for a position abroad if they are open to teaching in a variety of locations; can commit for at least two years; are able to teach several subjects; and are in excellent physical and emotional health. Listed below are international resources to contact for more information.

Church-affiliated Schools. Privately run by religious organizations. For more information, contact United Church Board for World Ministries at 475 Riverside Drive, 16th Floor, New York, NY 10015, (212) 870-2637.

Company Schools. Privately run by multinational corporations. For more information, contact the ISS at ISS Directory of Overseas Schools, International Schools Services, P.O. Box 5910, Princeton, NJ 08540, (609) 452-0990; or visit www.iss.edu.

Department of Defense Dependents Schools. Teachers in these American schools are U.S. government employees. For more information, contact Overseas Employment for Educators, U.S. Department of Defense, Office of Dependents Schools at 2461 Eisenhower Avenue, Hoffman Building #1, Room 52, Alexandria, VA 22331, (703) 696-1352; or visit www.odedodea.edu.

Fulbright Teacher Exchange Program. A booklet and a list of programs are available on opportunities to teach or study overseas. For more information, contact Fulbright Teacher Exchange at Graduate School, USDA, 600 Maryland Avenue, SW, Suite 320, Washington, DC 20024-2520, (202) 314-3520; or visit www.grad.usda.gov/info_for/fulbright.cfm.

The Peace Corps. Several months of training are provided prior to living in the host country. Following a stint in the Corps, members have access to a range of programs intended to help them become teachers in the U.S. For more information, contact Peace Corps Recruiting Office at 1111 20th Street, NW, Washington, DC 20526, (800) 424-8530; or visit www.peacecorps.gov.

Private Schools with U.S. State Department Affiliation. Each of these schools does its own hiring. Children native to the host country make up part of the student population. For more information, contact Office of Overseas Schools at Department of State, Room 328, SA-1, U.S., Washington, DC 20522, (202) 261-8200; or visit www.state.gov/www/about_state/schools.

International placement services. Write or call for information from each of these service organizations:

Association for the Advancement of International Education (AAIE), Thompson House, Westminster College, New Wilmington, PA 16172, (724) 946-7192.

European Council of International Schools (ECIS), Staffing Services, 21 Lavant Street, Petersfield, Hampshire GU32 3EL, England, (44-1730-268244); www.ecis.org.

Friends of World Teaching, P.O. Box 1049, San Diego, CA 92112-1049, (619) 275-4066.

The International Educator publishes "The International Educator" five times a year. Contact: 199 Harbor Point Road, Cummaquid, MA 02637, (508) 362-1414; www.tieonline.com.

WorldTeach, Center for International Development, Harvard University, 79 JFK Street, Cambridge, MA 02138, (800) 4-TEACH-0; www.worldteach.org (see also page 100).

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A teacher's story

JANICE ANDERSON CONNOLLY

This closing essay is excerpted from "Don't Waste Your Time with Those Kids," an entry in ***The First Year of Teaching****—a collection of stories by teachers recalling their first tentative steps into their chosen profession. In her essay, author Janice Anderson Connolly writes about having to break up a fight during her last-period class on her first day as a teacher—and wondering if she was cut out for the profession after all.*

I tried to repeat my morning lessons in which I had taken such pride, but I was met with a sea of guarded faces. As the class was leaving, I detained Mark, the boy who had seemed to be the instigator of the fights. With a dead voice he said to me, "Lady, don't waste your time. We're the retards." Dumbstruck, I didn't respond, and he strolled out of the room.

I slumped into my chair behind my neatly arranged desk, touched a petal on one of the roses I had brought for the first day, and wondered if I should have become a teacher. Was the only cure for problems like this to get out? I told myself I'd suffer for one year, and, after my marriage next summer, I'd do something more rewarding.

"They got to you, didn't they?" It was my colleague from across the hall. I nodded in reply.

"Look, don't worry. There are only 14 of them, and most of them won't graduate anyway. Don't waste your time with those kids. Put your energy into the good kids."

"What do you mean?"

"Those kids live in the shacks, in the fields. They're migratory labor, pickers' kids.... I had to tell those guys to shut up at lunch today. Anyhow, they only come to school when they feel like it. Just keep 'em busy and quiet, and everything will be fine. If they cause you trouble, send 'em to me."

Numb, I sat and stared for what seemed like hours, then gathered my things to go home. I couldn't erase the look on Mark's face as he said, "We're the retards." Retard. The word clattered in my brain and couldn't find a quiet spot to rest. Its echo was beginning to give me a splitting headache, and I knew I had to do something drastic.

The next afternoon I went to my colleague's classroom and politely asked him not to come into my class again, that I needed to try to handle the kids my own way, by myself. Then I quickly turned away and walked back to my territory, determined to claim what was mine. I left my desk and stood in the middle of the class, surrounded by those 14 special students. I made eye contact with each of them, and then I turned, and wrote "ECINAJ."

I said, "That's my first name. Can one of you tell me what it is, please?"

They told me my letters were "weird" and that they had never seen that name before. I went to the board again. This time I wrote, "JANICE." Several of them blurted out my name and then gave me a funny look. They couldn't tell what was happening and seemed to fear I was playing a joke on them. They became tense and wary.

"Okay, my name is Janice. I'm learning impaired, something called 'dyslexic.' When I began school, I couldn't write my own name correctly. I couldn't spell and numbers swam in my head. I was labeled 'retarded.' That's right—I was a 'retard.' RETARD. I can still hear those awful voices and feel the shame."

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I started to cry, and they joined me. We all cried. It was one of the **most touching moments** of my life.

"Yeah, so how'd you become a teacher?"

"Because I hate labels and I'm not stupid and I love to learn. That's what this class is going to be about. If you like the label, 'retard,' then you don't belong here. Change classes. I don't want you here. There are no retarded people in this room. I'm not going to be easy on you. We're going to work and work and work some more until you catch up. You will graduate and I hope some of you will go on to college. That's not a joke or a threat—it's a promise. I don't ever want to hear the word 'retard' in this room ever again. Do you understand?"

Somehow, after that, I thought they sat up a little straighter.

We did work, and I soon caught glimpses of promise. Mark, especially, seemed to be very bright. I heard him tell a boy in the halls, "This book's real good. We don't read baby books in there." He was holding a copy of *To Kill a Mockingbird*, a book I still love to teach now, many years later.

Months flew by, and the improvement was wonderful. Finally, Mark said one day, "But people still think we're stupid 'cause we don't talk right." It was the moment I had been waiting for. Now we could begin an intensive study of grammar, because they wanted it. I was sorry to see June approach; they wanted to learn so much.

My students knew I was getting married and moving out of state. I overheard whispers about presents and flowers. The students in the last-period class were visibly agitated. Most of my special 14 came from families so poor that the school assistance program was the only guarantee of warm clothing and decent meals for these students. Mark, however, had a plan. On weekends he cleaned the local flower shop, weeded the gardens, and did general maintenance. He had seen the orders for flowers from several of my classes. Poverty is as much a label as "retard," and he was becoming too proud ever to wear an insulting label again.

He called the local funeral parlors and explained that his teacher was leaving and he and his classmates needed flowers for her. He arranged to have several bouquets from the flower car saved after each funeral was over. He also asked for all the "tired" flowers in the florist's shop.

So on my final day of that first year, I was greeted by the principal as I entered the school. "Miss Anderson, will you come with me, please. There's a problem with your room." He looked straight ahead as he strode down the hall, and I silently followed.

There was a crowd by my classroom; my Period 7 class was outside too, grinning. Mark said, very loudly and proudly, "Miss Anderson, Period 2 got you roses, Period 3 got you a corsage, but we love you more." He motioned to my door. I looked inside the room.

It was amazing. There were funeral sprays in each corner, bouquets on the desks and filing cabinets, and a funeral blanket across my desk.

I started to cry, and they joined me. We all cried. It was one of the most touching moments of my life.

That was the end of Janice Connolly's first year of teaching—but it was not the end of her story. She writes that every one of those 14 students did graduate two years later. Six earned scholarships to college. And, as she marvels in the conclusion of her essay: the chapters of that first-year story continue to unfold to this day....

The years have passed quickly and I'm teaching in the same area again—this time in an academically strong school not too far from where I began my career. Strangely enough, next year I hope to have Mark's son in my sophomore honors English class. Mark married his college sweetheart, and he is a successful businessman. His son has had all the privileges his father never had, and I hope he has the richness of spirit and compassion that his father had in such abundance.

Sometimes now I laugh at myself, recalling the end of that first day, that I was thinking desperately of leaving teaching and "doing something rewarding." What greater reward could there ever be than the privilege and responsibility of trying to make a permanent difference in the life of a child?

Excerpted from The First Year of Teaching: Real World Stories from America's Teachers, *edited by Pearl Rock Kane (Walker and Company, New York, 1991).*

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